October, 1954

## The American School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

The Mergenthaler Vocational Technical High School (Page 43)







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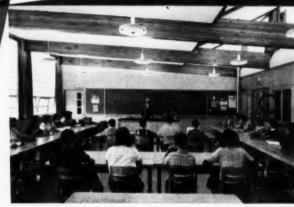
DUAL TEMPERATURE

CONTROL



Northeast Junior High School, Kalamazoo, Michigan. Louis C. Kingscott & Associates, Inc., architects and mechanical engineers; Miller-Davis Plumbing & Heating Co., heating contractor, both of Kalamazoo, Michigan.





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Johnson *Dual* Control is applied to a unique heating and ventilating system. Central heating and ventilating units supply tempered air to unit ventilators which pass the air through channels below classrooms to outlets under the windows, thus providing both warm air radiant heating and ventilation.

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## THE AMERICAN School Board Journal A Periodical of School Administration

VOL. 129

NO. 4

## October 1954

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## Here's why good school planning and CRANE plumbing go hand in hand

Crane school plumbing fixtures are as new and advanced as today's modern school buildings. Not only are they sized to make the best use of space, but they are styled in a wide range of models to fit any plan. And Crane's famous built-in quality means that repairs are less, maintenance is easier...and that your fixtures will withstand years of hard use. Remember, too, that Crane quality costs no more than any other brand you would consider.



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## Word From Washington

## Citizen Interest Essential to Good Schools

ELAINE EXTON

The superintendent's exercise of educational leadership in maintaining a schoolcommunity relationship that is vigorous and strong at all times—not just when local pressures are at white heat—is basic to obtaining the public support essential for a successful school system.

In his remarks before the Annual Meeting of the Council of Chief State School Officers, Roy E. Simpson, California Super-intendent of Public Instruction, stressed the importance of this function, saying: "Our job as leaders in education is to direct our efforts to the end that more people will know what and how our schools teach. . . . An informed public will sup-port a good program of education. We must, however, keep continually working at it. Finally, we must tell our people that our children are worth the cost of edu-cation. There is no easy way to accomplish good education except to pay for it.'

A year-round school public relations program that will strengthen citizen understanding of educational needs and stimulate their participation in school affairs is fundamental to achieving effective liaison with the community. Unwarranted attacks on education are more likely to gain headway where lay people are ill-informed about the nature, program, and values of the schools.

### Mobilizing Citizen-Educator Resources

To U. S. Commissioner of Education Samuel M. Brownell, the continued interest of lay citizens in school matters is vital to educational progress. He notes with satisfaction that parent-teacher member-ship has doubled since 1946, that the number of citizens' committees working on educational problems with local school boards has grown from fewer than 1000

in 1950 to over 8000.

He hopes the U. S. Office of Education can help strengthen the bases of citizens' understanding and support by providing to citizens generally, as well as educators, key facts about the educational situation nationally and its importance to America's well-being. He would especially like to see study of common educational problems stepped up and the findings made widely known so that both citizens and educators can use them in the communities of our land to achieve more adequate educational

opportunities for youth.

The joint study and action of citizens and educators, which Commissioner

Brownell so firmly believes is needed to mobilize the resources necessary to meet the educational challenges of our times, can be carried out on an unprecedented scale now that Congress has adopted legislation (Public Law 530, signed by the President on July 26, 1954) authorizing a White House Conference on Education and has appropriated \$700,000 "to assist each state\* to bring together prior to (this conference) educators and other interested citizens to discuss educational problems in the state and make recommendations for appropriate action to be taken at local, state, and Federal levels."

## Role of State Conferences

To implement this law the President has sent a letter to each state governor affirming his conviction that the country's future depends in the largest measure on improved educational opportunities for the youth of America and pointing up the importance of citizens' study of educational problems at the grassroots and of their developing action programs to meet the educational needs of their areas. At the same time the U. S. Commissioner

of Education wrote to each chief state school officer to explain the provisions of the enabling legislation and to outline the preliminary plans for the White House Conference on Education, to be held before November 30, 1955. His message stressed that these give full recognition to the premise that the control and management of the nation's schools and colleges is properly a local and state function, the role of the Federal Government being -- without in--to promote the cause terference -

conferences will meet between the fall of 1954 and the summer of 1955. The detercomposition of the conference, its length, agenda, and how the federal funds available will be utilized will be left to the respective states. The proposal envisages the selection of the state's planning committee and conference members, as a cooperative effort between the state's executive office and the office of the State

It is anticipated that the state education mination of such matters as the size and

Superintendent of Public Instruction, and

suggests that while professional educators should be adequately represented, lay citizens should predominate.

### Possible Topics

It is expected that the state conferences will consider education broadly, that is from early childhood through higher and adult levels, and as provided through homes, schools, churches, and other neighborhood institutions as well as through such media as the press, radio, television, and motion pictures. Background material sent to the chief state school officers by Commissioner Brownell cites the following areas as those which experience suggests require attentive study by Americans interested in improving education:

### A. Education to Meet the Needs of Individuals and of Society

- 1. What are the bases for deciding what education should be? e.g.

  — American and world conditions at mid-
- century?

   The nature of individuals?
- Presuppositions and philosophies of gov-ernments and of life?
- 2. What should education accomplish? e.g. Competence in what areas?
- Balance and perspective in all, or special emphases in personal, moral, citizenship, vocational, health, family, recreational responsibilities?
- 3. What shall be the educational responsibility of the home, school, church, libraries. and other neighborhood agencies, institutions, and instructional media?

<sup>&</sup>quot;Under the terms of Public Law 530 the available funds "shall be allotted to the states on the basis of their respective populations according to the latest figures certified by the Department of Commerce, except that no state's allowance (including the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands) shall be less than \$15,000."

## WORD FROM WASHINGTON

- 4. How shall special problems be dealt with such as illiteracy, children of migratory work-ers, delinquency, recognition of individual dif-ferences of the handicapped, the talented, and among normal persons?
- B. Maintaining an Adequate Supply of Well-Prepared Teachers
- 1. How may the status of the profession be improved to attract and retain greater numbers of able persons? e.g., salary, retirement, improvement of working conditions.
- 2. What preparation is needed by those who teach?
- 3. How may teachers be used most effec-

- tively? e.g., teaching load, certification, reciprocity between states, redistricting, use of textbooks, audio-visual aids, clerical service,
- C. Providing School Buildings and Equipment
- 1. What are the needs for elementary, sec-ondary, and higher education?
- 2. How will the costs be cared for?
  3. How can the greatest efficiency and economies be effected?
- D. Financing Education
- 1. What are the respective responsibilities of families, industry, localities, state and federal governments? For elementary, secondary, vo-cational, higher, adult, professional education?
- 2. What changes are needed to provide adequate education? e.g., property valuations. valuations. tax and bond limits, state funds for buildings
- E. The Organization of Education

and operation, sources of revenue?

1. What changes in organization are needed improve educational effectiveness in individual schools, school districts, or the state's higher education?

3. What are the special problems of the privately supported school or college?

- 2. How can the public and the professional staff relate their activities most efficiently?
- What is the proper role of the Federal Government in relation to education?

## Clearinghouse on Citizen Action

A further factor contributing to the spread of citizen interest in education is the work of the National Citizens Commission for the Public Schools, headquartered at 2 West 45th Street, New York City, which now maintains contact with some 2500 state and local citizens committees across the nation and acts as a clearinghouse of information for laymen interested in forming such groups.

### Work of Local Citizens Committees

To carry out this program, the Commission recommends the establishment of permanent citizens' committees that adhere to the following criteria:

1. Be broadly representative of the entire community, reflecting as fully as possible all parts of it, all viewpoints, and all interests economically, geographically, occupationally, culturally, politically, etc., rather than any

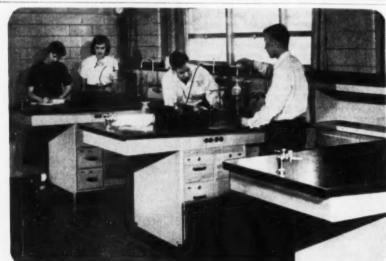
2. Begin with the facts and base all their recommendations upon a continuing study of all available, relevant facts.

Be independent in thought and action, but always take steps to establish and maintain a co-operative working relationship with the legally established school authorities

The National Citizens Commission's working guide on How Can We Help Our School Boards? suggests that "ideally, every school board should have the help of a group of citizens dedicated to the cause of public education," explaining that "such a group, representing all the special interests and points of view in the community can sit down and let each person have his own say. In this way each one can gain insight into the many demands that are made on the schools and see more clearly the problems of the entire school program. When this is done in good faith it is often possible to work out a rough priority and get wide community agreement on the essentials

Keeping the public informed on school matters, taking part in school board elections and helping to see that they are run on the basis of issues rather than personalities, investigating a special phase of the school program, defining the pressures that are shaping a community's schools, are among the roles this booklet mentions as appropriate for citizens committees seeking to be of service to their school boards. Designed to help citizens understand how school boards work, the brochure includes a section with check lists and sources of information to assist the reader in finding out about his own school board and what he

(Concluded on page 8)



## **Thing** – but the Bunsen Burner By Hamilton

Hamilton again contributes to laboratory learning with this remarkably modern and complete school installation - typical of hundreds where Hamilton planning help and fine equipment have worked minor miracles.

As shown in these photos, Hamilton units have been redesigned with unusually clean, contemporary lines. New catalogs of this fine equipment are yours for the asking - simply write for Catalog Number 215 or Number 211-R.



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# Seets the PAGES Fray student's a stovel Herman Nation Unit Vantilators prevent classroom exchanging all Knobbs by delivery of ample air to maintain room temperatures at comfort level. South safe of academic wing of new Alabaki Migh School sharing streets of Schools. J. C. Wright, Architest Parties and Will Engineers. B. Corrichate, and Schools conserved.

## New Iowa High School Outstanding In Design — and Classroom Comfort!

KEOKUK refused to tie to tradition. Result—America's most modern secondary school! Consisting of an academic wing, cafeteria and field house, this unique structure combines dash with dignity and the pleasant with the practical.

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For further information on how you can do the complete job of cooling, heating and ventilating more effectively and economically, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

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## WORD FROM WASHINGTON

(Concluded from page 6)

can do as a citizen to make its job easier and more effective.

The type of permanent lay group advocated by the National Citizens Commission for the Public Schools is not the sole alternative. Some experienced school administrators prefer to work with a temporary citizens advisory committee that is set up for a specific purpose and can be dissolved as soon as its job has been completed, for example, evaluating an attack on the schools, campaigning for the passage of a school bond issue, obtaining higher salaries for teachers, or helping to plan a new school building.

In some instances school executives will find a community council or clearinghouse where lay citizens and educators can pool their viewpoints on effective stratagem. Or there may be community groups already organized and already representing a cross section of the citizenry that can be effectively utilized in building community understanding of the school's problems.

## Other Channels for Citizen Participation

The PTA movement with 8,822,694 members and nearly 40,000 local chapters in this country is another powerful influence in the drive to keep schools strong. It has rung up a proud record of achievement in bringing about closer teamwork between home and school.

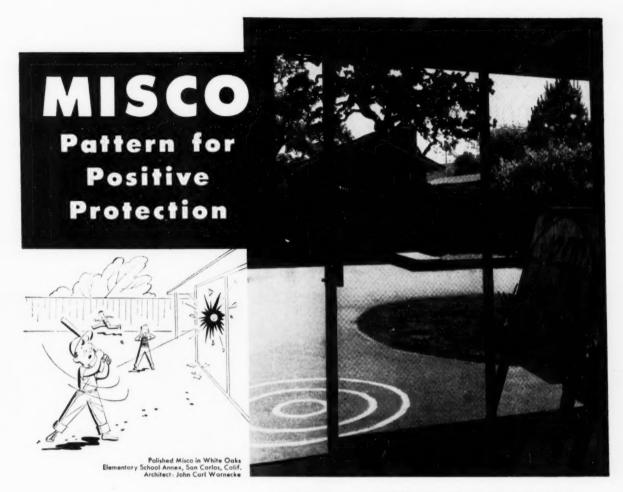
A successful program of school-community relations will utilize the facilities of mass communication — press, radio, and television — to interpret the school's aims and problems. As Harold Benjamin of George Peabody College has pointed out, to learn how to use these media for presentation of the public school's story "is as important to educational administration as to become skilled in making a budget or planning a building."

Promising though less usual public relations techniques that some school administrators have adopted are authoring a local newspaper column, having the school's annual report printed as a special feature of a local newspaper and distributed as part of it, participating in weekly taped interviews on different phases of the school program for broadcast in regular newcasts or specific interest shows on a local radio or TV station.

### Aiding Community Improvement

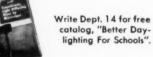
Involving teachers, students, and other citizens in performing some community service is another practical method of creating citizen awareness of a school's value. Setting up a soil testing laboratory in the chemistry department of a rural high school whose work increases the yield of a basic crop is an illustration of this approach.

"Local communities grow stronger around feelings of common interest, face-to-face friendships, shared responsibilities, feelings of belonging and being wanted," the Educational Policies Commission's study concludes, declaring "schools can and do foster and develop these very things."



## Protect Your School At These Points With Mississippi Wire Glass

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Sound Laboratory • Machinery Hall
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New Commons Building

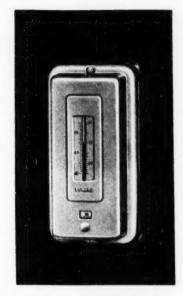
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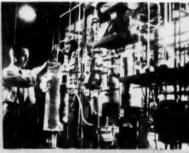


Powers Room Type Thermostot pneumatically regulates heating and air conditioning systems. Users often report over 30 years of accurate dependable service.

Many other types of Powers Control are used at Illinois Tech: Recording Controllers for Wet and Dry Bulb; Master-Submaster Controls; ACCRITEM Regulators; LIMITEM Thermostats; Powers FLOWRITE diaphragm Valves and Packless Valves for Convectors, Radiant Panel Control, etc.; Powers POWERSTROKE Damper Operators, etc.



**Acoustical Research Chamber** 



Vacuum Fusion Test Annoratus



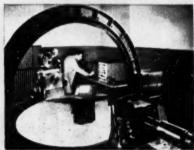
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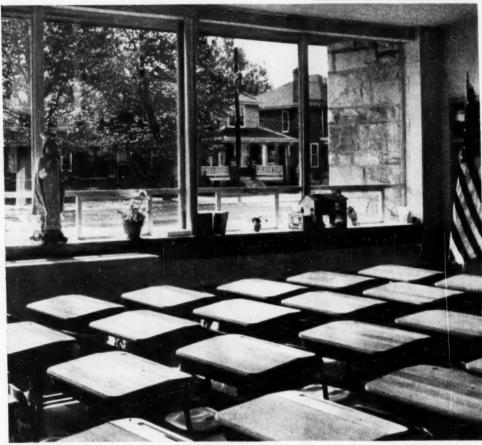


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120 S. LaSalle St Without cost or obli Acousti-Celotex Sour and your booklet,	oration, Dept. AA-104  , Chicago 3, Illinois gation, please send me the nd Conditioning Survey Chart , "Sound Conditioning for
Schools and College	es".
•	95'.
Schools and College Name	95".

Good Shepherd Parish School & Church, Camp Hill, Pa. Architects: Laurie & Green, Harrisburg, Pa. Contractors: Spera Construction Co., Inc., Harrisburg, Pa. Windows: Lupton 'Master' Alumnum Projected





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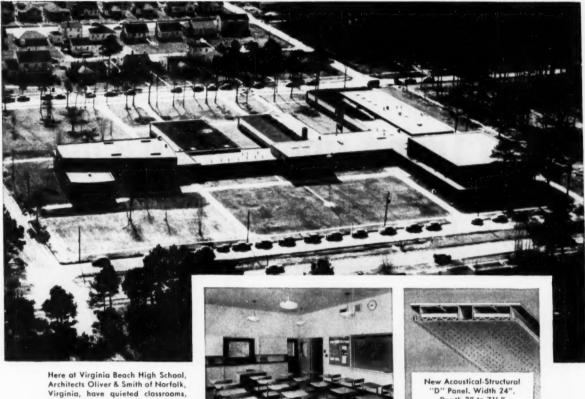






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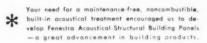
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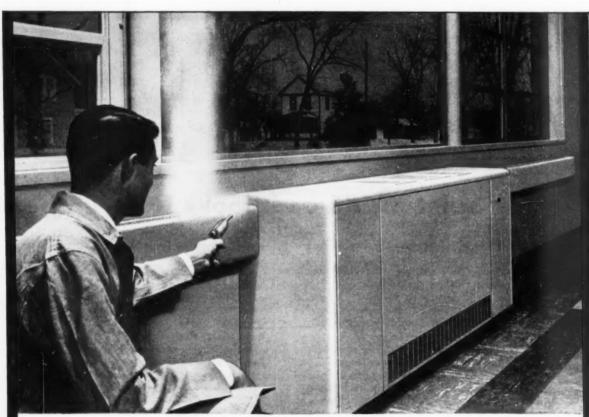
1. Chilling drafts...

. . . especially near those big schoolroom windows, the place where the drafts begin!



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## 3. Stale air ...

. making children listless, in-tentive. Too often you find all attentive. Too often you find a 3 hazards in the same room at the same time!



## stops drafts before they start!

minute . . . . . even when the heat is off!

Matched Trane products for all school heating and ventilating needs

2. Overheating...



Volume Ventilator: Ideal for



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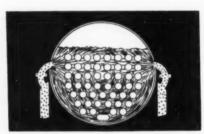
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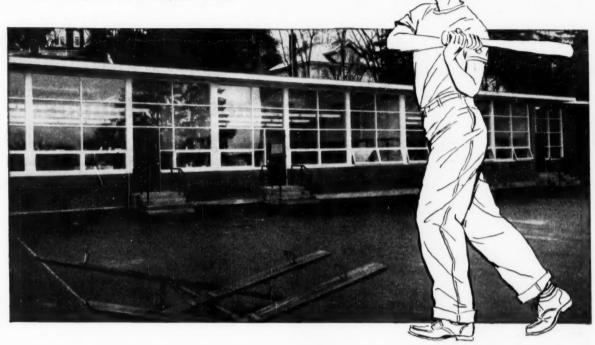




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LARGE GLASS AREAS of Tuf-flex face the playground area at the Ainsworth Elementary School in Portland, Oregon. Hit by balls, snowballs and other missiles, the windows are still undamaged. Architect: Raymond Kermit Thompson, Portland.



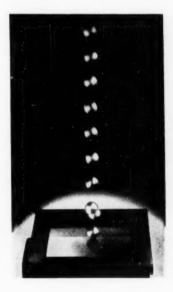
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Electric Typewriters "The Teaching Typewriter"

## Role of the Board in Community-School Development

IOHN WILCOX

Supervising Principal Candor Central School Candor, N. Y.

The anvils of experience are resounding to the sincere attempts of administrators, boards of education, and communities at working out a sound school and community relationship. The simple neighborhood school of the quarter century past has given way to the reorganized district. There was one tragic loss as the result of reorganization: the close identification between school and neighborhood. In some instances, the multiplicity of gains through reorganization have failed to materialize because the newly reorganized district has lost this identification.

The reorganized district can become a gigantic enterprise surpassing the comprehension of the busy layman whose mind becomes filled with the need for keeping pace with a much faster moving world. The supervisor or administrator can give way to the temptation to retreat behind his new steel and masonry walls to "develop a program as he sees fit."

Educational isolation will not work!

We are in the midst of a striving for means and methods whereby new identifications of school and community can be worked out.

This calls for the acceptance of certain concepts by the educator; the development of new methods of communication; the encouragement of lay leadership; and a revised role for the board of education.

### Role of the Community School

Many attempts have been made to be definitive about the role of the school in the community. The roles to be played by board and administrator are embodied in broad outline within the total role of the school

The yearbook of the rural department

of the N.E.A. broadly outlines the character of the community school as a school that has two distinctive emphases:

- 1. Service to the entire community.
- Discovery, development, and use of community resources as a part of the educational facilities of the school.

If these two emphases are to be implemented, it is essential that:

- The school organization be kept close enough to the people. That the people be encouraged to develop a strong personal interest in the school. That they actively participate in its program.
- That the program of the school be built upon the educational needs of the entire community.
- That the community school be concerned with leadership toward a more desirable community life.

Increasingly boards of education have become concerned over their function as a legislative body. There has been more and more attention paid to the differentiation of the functions of legislation, communication, administration, and supervision. There has even been a redefinition of terms—to the extent that legislation has become concerned with policy formation rather than procedural restriction; to the extent that administration has become aware of the dynamics of democratic involvement, and to the extent that supervision has become humane rather than purely assertive.

We would like to propose here that a primary function of a board of education in community school development is a legislative function. This involves an orientation around the facts that a board of education must assume two roles: (1) the role of representing the desires of the community for its schools, and (2) the role of leadership involved in interpreting to the community the new needs implicit in an evolving educational program that must keep pace with a rapidly progressing socioeconomic structure, and rapidly increasing national responsibilities for world leadership.

There are some blocks which may prevent boards of education from taking effective action in the field of policy legislation. Not the least of these is a segment of the administrative group who feel more security in playing things close to their chests.

A year ago I made a survey of over a hundred community school administrators to determine their opinions as to whether their board of education should engage in the practice of formulating written policies. Most of these hundred administrators replied with an unqualified "Yes."

### Value of Written Policies

To underscore the importance of policy legislation as a function of a community-school board of education, I would like to leave with you these conclusions as a result of my 1953 study:<sup>2</sup>

- The application of the term "administrator" to a superintendent or supervising principal implies that there is something to be administered. Policies and procedures laid down in education law are intended as minimums and are not sufficient to constitute an adequate administrative program.
- Attempts at administration without adequate policies and procedures might more descriptively be termed "manipulation" than "administration."
- Lack of written policy and procedure results in an educational program that vacillates with the ideas and ideals of the individual teacher and administrator,
- 4. The absence of well-formulated policies and procedures results in conflicting acts

<sup>1</sup>The Community School and The Intermediate District, 1954 Yearbook, Rural Department, Nationa Education Association.

<sup>2</sup>Wilcox, John, "Formulating-School Policy and Procedure," unpublished thesis, Cornell University, September, 1953. by school officials who attempt to settle each case "on its merits" without regard to precedent or anticipation of future events. Such acts may eventually promulgate policy which will result in extreme community conflict.

5. Local schools are a vital institution in the preservation of the American democratic ideal. As such they are the concern of all the people. Boards of education as representatives of the people are obligated to consult their constituents so as to insure that educational policy represents their desires.

6. Local administrators are employed to utilize their skill and knowledge to implement local policy and school law to the best of their ability. Their inherent role in the structure of the public school system does not give them more than limited prerogatives in the area of policy formation. The administrator does, however, assume a professional obligation to give, through leadership and research, desirable direction to the objectives of the local school system to which he is responsible

7. As the leader of the professional staff, the local administrator is responsible for the protection of the right of that staff to democratic participation in the formulation of policy and procedure.

8. Lay advisory groups when well selected. adequately oriented, and specifically charged with responsibility, provide a desirable means of involving community participation in school affairs. They do, however, constitute another area of administrative (and board) responsibility and as such require constant guidance and motivation

9. The unique character of the rural (community) school requires that policies and procedures be formulated in relation to the needs of the rural community and rural children. To attempt through policy formation to mold such schools in the character of their big city counterparts would in itself be a violation of community, area, and regional rights.

10. Not all administrators and boards of education have grasped the need for their efforts in the formulation of educational policies and procedures. Considerable leadership needs to be exercised in an attempt to gain a more nearly universal recognition of this need.

## Communication and Leadership

Boards of education have a vital role to play as an avenue of communication in the implementation of a community-school program. In this role, they have an obligation to learn something about the educational program - to interpret the program to the community. In addition, they have an obligation to keep their ear to the ground in the community - to interpret community reaction to school people.

In a more recent experience in Candor, we have been attempting to set up better machinery to implement the community school philosophy. Our efforts have been centered around the idea of more community involvement in the actual learning experiences. This will include such things

as a complete inventory of community educational resources; workshops for lay people to help them define roles as resource personnel: the discovery of opportunities for pupils to take more real responsibility in the functioning of community life.

Such a program will involve community interaction to a high degree. It is not a program that can be dictated. The success of such a program can be based only on active acceptance and participation by a large proportion of the community's population. How could we find out whether the community would go along?

First of all, the board studied the problem so that they could be alert to comcommunity would go along?

Second, the faculty investigated the problem to determine whether they wished to advance into such a program.

The third step involved the informing of the whole community of the details of the program. School staff members spoke before every organization from which we could beg a little program time. At this time facts were given, questions answered. but no formal reaction asked for. Because of overlapping in organizational membership - many lay individuals had this program outlined for them two or more times.

As this was going on, an existing group of 18 lay citizens on the board's advisory committee were briefed on the program and alerted to seek community reaction.

The process of disseminating information about the program was carried on for a total of 10 weeks. Then, the lay advisory group was called to meet with the board and discuss community reaction.

The final decision in the matter was the board's decision and was made at a subsequent meeting.

I feel that this illustration is a good one because here the board initiated a program; provided community leadership in developing understanding of the program; deliberately established lines of communication; and set up advisory machinery for evaluation of community reaction.

## **Evaluation by Board**

The inclusion of the term evaluation in my last remarks leads quite naturally to the next phase of the role of a board of education.

Community school administrators find out sooner or later, sometimes to their sorrow, that another function of the board of education lies in the area of evaluation. Unfortunately it has not been the practice of boards of education in rural areas to give much formal consideration to this matter of evaluation. Formal consideration or not, evaluation goes on. Informally, it becomes a subjective, helter-skelter sort of thing, interwoven with prejudices and characterized by rule of thumb. More often than not, undirected, or misdirected evaluation moves toward personalities. The woods is ignored for all the trees that get

in the way. The symptoms are treated for lack of knowledge of the causes.

We would propose that just as important as the role it plays in legislating policy and in communication is a role to be played by the community school board of education in the area of formal and deliberate evaluation of the total community educational program. Most important of all is a continuing evaluation of the role of the board and a constant re-evaluation of their policies.

It may remain for the community school administrator to introduce the board of education to the instruments available for making formal evaluations. He may have to become acquainted with such instruments as: accrediting evaluation instruments, the transportation evaluation charts available as a supplement to the N.E.A. Rural Department's 1953 Yearbook, or Engelhart's building evaluation instruments.

The wise administrator knows, that in directing the board's function to evaluate along more formal paths, he is insuring a more objective outcome, and consequently

a safer one.

The wise board of education will grasp at the use of formal evaluative instruments as a means of making an objective interpretation of the community's school - both as a guide for further action and as a device for reporting to the lay public.

### The Board's Role Summarized:

In summary, I believe that the role of the school board in the process of community school development involves:

- 1. Interpretation of the community's desires for its school system.
- 2. Provision of the leadership necessary to assist the community in understanding what a good com-munity school program includes.
- 3. The legislation of such policy and procedures as are needed to implement a sound community school program, legislation to insure the consistent continuance and improvement of that program regardless of individual administrative or teacher personnel influences.

  4. Service as an avenue of communi-

cation from school to community - and from community to school. co-ordinating influence.

5. Guardian of the community school program by constant alertness to the finances needed and the possible sources for provision of such

monies.

6. The constant evaluation of the total community educational program. The use of formal methods of evaluation to insure sound progress. Evaluation in terms of the needs of the community's children: for preparation to live in a dynamic environment - an environment that has only just begun to reveal to us its real educative potentialities: social, scientific, economic, moral and ethical.

## A New Approach to the Teacher Shortage

### ERNA HOFMANN BOWES

President, Board of Education Syracuse, N. Y.

"I'm a senior in the School of Education, but I'm not going to teach, the pay is too low. No, I don't know what pay teachers get and I don't know what I'll do or what pay I'll get if I don't teach, but I know teaching pay is too low."

"I'm going to be a teacher in spite of the fact that teachers are poorly paid. I love children and I know there are great satisfactions in teaching. So, in spite of the poor pay I will teach."

"I was graduated from college two years ago with a liberal arts degree, and even though I have an interesting job, my great regret is that I did not study to be a teacher. My best friend did and she earns twice what I do."

These statements, all actually made by young women to me, point to three very important facts concerning one of the most critical problems facing school boards today. That is, the teacher shortage. In the first place, these statements show that there is serious public misunderstanding of the practical economic returns of teaching; second, that potential teachers are lost to the profession because of this misunderstanding; and third, that a very significant contribution to the solution of this problem can be made merely by acquainting young people with an accurate analysis of the relative merits of public school teaching as compared with other occupations. Nothing is more obvious than that young people should carefully investigate all of the facts relevant to this most important decision.

First and foremost our young people should consider the probability of a demand for the services they are educating themselves to perform. Is there any occupation more likely to be shorthanded five years from now than teaching? This is especially true of high school teachers. Full employment conditions of the war years have tended to obscure this aspect of vocational selection, but it should be remembered that a generation ago. teaching was a depression-proof occupation and it was difficult to find teaching positions.

It is natural and proper that our young

people should desire to spend their lives in occupations where compensation is good. In order to evaluate teacher pay it is necessary for the subject to be considered from the point of view of young women. separately from the point of view of young men. This is due to the fact that even today, when the situation has improved, women's pay is substantially lower than men's and also that women's opportunities are much more restricted. This fact, along with women's natural association with children, accounts for the numerical preponderance of women in our school systems. A salary that does not seem very attractive to men, becomes extremely attractive to women. It becomes a question of considering alternatives.

### Professions Compared

Let us consider a young woman entering college. The professions of law, medicine, and engineering, while possible choices for women, are not really probable. The main women's professions aside from teaching are social work and nursing. How does the pay compare with teaching? National figures for salaries are not available, but it seems likely that comparisons for one community will serve our purpose. Syracuse, N. Y., is a city that can be considered typical enough, so that our findings can be assumed to be valid in other communities. Social workers start at \$3,000. Floor nurses in a leading Syracuse hospital start at \$2,760 for 12 months, and top pay for administrators is about \$4,500. Special nurses earn \$12 for an eight-hour day when

Suppose our girl takes a business course. She will earn \$40 to \$45 a week to start and if she reaches the top, she may earn as high as \$100 a week. A college girl in a department store in Syracuse would be likely to have the title of assistant buyer and \$40 to \$45 a week. Recently. the United States Department of Labor Women's Bureau released a statement to the effect that only 1 per cent of employed women earned as much as \$5,000 per year.



Erna Hofmann Bowes

How does this compare with teaching?

The Syracuse teacher's pay schedule starts with \$3,200 per year for a B.A. degree and in 15 years matures to \$5,400 automatically. This is a new schedule, so it must be stated that teachers with experience are not on steps commensurate with their experience, but the average for certificated personnel is \$4,600 and will probably reach \$5,000 within a year due to extra increments financed by emergency state aid.

However, women in choosing their careers should consider other factors just as carefully as salaries. They should evaluate their occupations in all of the potential situations that life can bring them. Today our girls must face the fact that they may be earning money a substantial portion of their lives. Our society is so organized that the standard of living of our people is increasingly more dependent on money and less dependent on the personal services of the homemaker. This fact, coupled with the fact that our young men must plan on a period of military service has resulted in this development: Young people marry early, they do not wait for the young man to become vocationally adjusted. Our young wives plan to continue their employment at least until their husbands complete military service and schooling. Approaching motherhood has become the usual termination point of employment for our young women.

### Women's Double Load

The young woman who carries the double load of homemaking and employment does not have an easy time. If teaching is her chosen occupation, the hours and vacations are such that the strain is much less severe than in ordinary nine-to-five situations. This is not overlooking the fact that teachers sometimes take home papers to correct, or have other extra duties, but these can usually be performed without disrupting the operation of a home.

The same forces which delay the termination of employment for brides, have increased the desire of mothers to earn money. While it is true that our society does not encourage the employment of mothers of small children, objection to mothers of school children employed as teachers is slight because mother's working hours coincide with children's school hours.

Even the worst plight that can befall a woman — widowhood at an advanced age without means of support — is less serious for a woman with teacher training. In these days of a teacher shortage, even when a teacher is too old for tenure, she finds a place as a substitute that is far better than other employment for women in this category.

Even women who become mothers before they step into a classroom should not consider that their teacher training is wasted. Ability to deal with children in the home is not too different from ability to deal with them in a classroom.

In the past there has been a great deal of truth to the belief that a girl who chose teaching as a career reduced her matrimonial opportunities by this choice. This was due to the fact that opportunities for meeting eligible men are rare in schools, and also to community disapproval of normal social activities for teachers. Happily, the second factor is much less important than it used to be.

However, there is some evidence to indicate that the early marriage pattern mentioned above will affect a considerable proportion of married teachers. For instance, in April, 1954, 44 women were appointed to the Syracuse school system. Of these, 30 were married. In the teaching staff as a whole, there are 880 women, of whom 361, or 41 per cent are married. This is remarkable in view of the fact that many are in an age range when collegetrained women had a low marriage rate and also that many were teaching at a time when community opinion opposed a married teacher. Obviously, the number of teachers who married and resigned, if available, would show even more favorable matrimonial prospects for teachers.

Of course, no girl plans to stay single, but every girl should organize her life so that her occupation can provide a substitute if the right man never proposes. The unmarried woman school teacher needs the

goal of administrative promotions more than the married teacher. Up to now opportunity for promotion in public education has been relatively slight for women. Perhaps the shortage of men in teaching will change this.

### Men Wanted - and Needed

Does this mean that school systems do not want men, or even that teaching is not attractive to men? Certainly not. It merely means that men and women choose their occupations differently. Men teachers are needed and wanted; in fact, the heavy female flavor of teaching staffs is a disadvantage. Certainly men should be attracted to an occupation which has secure

rity of tenure, good pension systems, short hours, long vacations, and especially fine promotional opportunities as well as satisfying work in developing a future generation. Salary comparisons for men are not as easy as for women, the range of opportunity for men is so wide, but in spite of all the problems of the teacher, both men and women in the field very freely admit that they enjoy their work.

Certainly no effort is made here to contend that teaching is an ideal occupation. The effort is rather to encourage school boards to use their resources to help young people find occupations that will prove satisfying to them throughout their lives, and to help them see that teaching is worth a second look

## Keepers of the Lamps of Learning

### BARTON MORGAN

Professor of Vocational Education Iowa State College Ames, Iowa

We Americans want quality in the things we obtain and we demand high quality in the things we hold of greatest worth. This applies to professional services as well as to material goods. For instance, most of us place a very high value upon medical services, and consequently physicians and surgeons are well prepared. They spend from nine to twelve years beyond high school in formal preparation for their work. In addition they must have several years of practice before they are considered competent.

I approve of the people's demand that surgeons be well trained and have much practice. I feel this very keenly when one of my children is on the operating table to have his tonsils removed. The child's physical well-being is involved. A mistake might result in death or permanent physical harm.

There is another profession, however, that people should be concerned about even more than surgery. This profession trains the human body to be healthy and strong but, what is much more important, it develops and directs the human soul. It deals with the great human values. It shapes the future of our society and very largely determines our destiny. This is the profession of teaching.

It is much more difficult to put into a child's heart the ideal of right living than it is to take out his adenoids. It takes more skill to develop in him an understanding of the ultimate purpose of life and an appreciation of the good, the true, and the beautiful than it does to amputate an arm or remove an appendix. It is more important that a warped personality be straightened than that a crooked leg be straightened. It is more important to develop in a child the habits of good health than it is to cut out some part of his anatomy which has become diseased because he failed to observe some rule of good health.

The work of the physician is temporary. The best that he can do is to postpone the inevitable hour in the lives of his patients. They will all pass on eventually and so will he.

The work of the true teacher goes on and on. This thought is well expressed by Daniel Webster: "If we work upon marble, it will perish; if we work on brass, time will efface it; if we rear temples, they will crumble to dust; but if we work upon immortal minds, inspire them with knowledge, with the fear of God, and love of fellow men, we engrave on these tablets that which will brighten through all eternity."

It will be a great day for America when we recognize more fully the importance of true teaching and the great skill needed to teach effectively. When this day comes, we will demand that all of our teachers be as well trained as the best and their rewards will be in keeping with their services. The lamps of learning will be in safe hands. Their light, trimmed and bright, will dispel the darkness of ignorance and its attending evils of sin, crime, poverty, bungling, and fear. Their light will brighten the paths of democracy so that all will want to follow these paths rather than the dark ways leading to bondage and despair. Their light will lead to a new and better day.

## Teaching Shut-In Children by Telephone

### J. A. RICHARDS

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All over the country, through the combined efforts of scientists, educators, and forward-looking school boards, thousands of bedridden children are going back to school.

Impossible? Only in the physical sense. For today, without ever leaving his bed, the homebound child can be an active participant in a regular classroom situation, with the educational, psychological, and social advantages that this implies.

Of all the outgrowths of the invention of the telephone, none could have been more gratifying to its inventor than the School-to-Home Telephone, the intercommunications system that has made possible this revolution in the education of the homebound. In many ways it is poetic justice that today's handicapped children should be reaping the benefits of his invention, since it was actually in the course of seeking a "hearing aid" for the deaf that Alexander Graham Bell, professor of

vocal physiology, hit upon the principle of the telephone.

A devoted teacher of the handicapped, whose wife had been deaf from birth, it was his plea on behalf of a day school for the deaf that led the Wisconsin legislature in 1881 to make the first appropriation of public funds for such a purpose.

## Simple in Use

Today, by means of the School-to-Home Telephone, which operates through regular telephone company lines, ill and handicapped children are receiving the nearest thing to normal education that mechanical inventiveness can devise. In an audial sense, at least, they are truly back in school

The mechanics of the device are simple. A classroom unit, placed on the teacher's desk, picks up sounds from the room and carries them to an amplifier in the principal's office, then by way of telephone lines to a speaker-microphone beside the homebound child's bed. When he wants to talk, he merely presses a switch and his voice is carried clearly back to the class.

While the educational advantages of daily classroom "attendance" are the primary function of the School-to-Home Telephone method of instruction, very often it is the accompanying psychological and social benefits that are most exciting. A child who has never known the companionship of other children suddenly has a dozen friends. Her class has formed a club to visit with her once a week. In the afternoon, a student or two may drop in to bring written assignments or favors which the art class has made for her. At recess, a group of children forego their outdoor play to gossip with her over the intercom.

Two California boys, hooked up to the same school class, "attend" Boy Scout meetings at the school. Their parents go to the PTA meetings in the same way.

A high school athlete, injured in a basketball game and bedridden for almost a year, was "hooked up" to both his classes and the gymnasium. (Through the use of jacks, the school unit may be moved from room to room.) The Saturday night basket-





↑ The two-way unit in the convalescent's room permits the pupil to take an active part in class discussions by simply pressing a switch.

← The classroom unit carries sounds from the room to an amplifer in the principal's office, then over telephone wires to the speaker-microphone in the home.



The success of the School-to-Home Telephone is affirmed by the eager, wholehearted participation of the home-bound pupils.

ball games were described to the shut-in by a friend at the game. Intrigued with the idea, the principal one evening decided to visit the youngster to see how the game was coming over. When he got there, he discovered 16 boys, packed into the shutin's bedroom, helping him cheer for his team.

Instance after instance of how this return to the group has affected the total personalities of the shut-in child have been reported. Clinton H. Atwood, superintendent of schools in Solvay, New York, tells of a young victim of rheumatic fever who was forced to remain in bed for a year.

### The Case of Angela

Angela, one of her teachers observed, "was a very reserved child, even when well." A year in bed, cut off completely from her classmates, could apparently have no other results than to intensify her shyness.

Angela's worried parents asked the school authorities for help, and the School-to-Home Telephone was the result. In addition, because of the critical shortage of home teachers, it was arranged for each of her regular classroom teachers to visit with her once a week.

With Angela at the other end of the telephonic communications system, her teachers and classmates, Mr. Atwood reported, were "as conscious of her presence as if she were seated at one of the desks, and they lovingly included her in classroom activities."

Her teachers found Angela eager to learn

and vitally interested in every lesson, but what was most interesting were the personality changes which carried over when Angela returned to school. Her shyness has disappeared and—to quote Mr. Atwood—"her personality has bloomed."

In some forty states, homebound and hospitalized children with a wide variety of afflictions are going to school by telephone. In Iowa, where 1500 youngsters have received all or part of their education by means of it, a survey was recently conducted by the Department of Public Instruction to determine the attitude of physicians toward telephone instruction. Reporting on this survey in the Journal of the American Medical Association, George R. Ludwig, of the Division of Special Education, State of Iowa, writes that "one hundred per cent" of the physicians who completed the questionnaires "expressed satisfaction with this method of instruction.

The School-to-Home service, Mr. Ludwig also explained, "is not intended to serve as a replacement for the visiting teacher.

It is meant only to be a link between the home and the school in order that the seriously handicapped child will feel identification with the class group, be aided in keeping his schoolwork up to the level of his classmates and also provide a medium to assist his concomitant social growth.

Periodic visit by a teacher of the homebound, or better yet by the classroom teacher, are essential to backstop the instruction from the classroom. Combination of these two devices makes it possible for the average child to keep abreast with his classmates.

Also, since the classroom teacher gives most of the descriptive instruction on the spot, it

enables the visiting teacher to spend proportionally less time with each student, as it is only necessary to clear up obscure points, make supplementary explanations of visual aids used in the classroom and conduct a general review. This cnables the visiting teacher to serve a greater number of students with no decline in efficiency.

### Full Week of Teaching

The shortage of home teachers has made the School-to-Home Telephone particularly attractive to administrators faced with the problem of adequately educating the home-bound child. For as little as \$3.50 a week (less state aid) — or scarcely more than the cost of one extra hour of home instruction — the homebound student can now have a full 25-hour week of classroom instruction.

Dr. Ross Hamilton, Washington state director of education for handicapped children, points out that the use of this equipment can stretch school funds earmarked for aid to the handicapped. Visiting teachers, he explained, can spend more time where they are especially needed and make fewer and shorter visits in other cases.

The actual rates for School-to-Home installations vary, depending upon the distance between home and school and the number of classroom installations involved. A high school system would cost more than a grammar school one, where usually no more than one classroom connection is necessary. On the other hand, where two or more pupils are connected to the same classrooms, the cost per pupil is less.

While most telephone companies ask for a minimum contract of six months, they will usually move the equipment to the home of another shut-in child within that period, charging only the cost of reinstallation. Although the Home-School Telephone was originally intended for the chronically ill child, and the one who would be out of school for six months or more. it has more recently been employed with great success for youngsters who have been absent for as little as six to eight weeks. Even such a short confinement can cause a child to lose out on a term's work. Whether it does or not, the strain of making up lost work or the fear of being left back have been found to have unfortunate psychological results.

The technique of using the School-to-Home Telephone has evolved out of the experiences of educators, physicians, and students. In a survey of 100 installations much valuable information was gained on the effectiveness, limitations, and techniques of this system. The facts of the survey are being used as a handbook of operations for administrators and teachers who plan to use this technique. A new research project, under the guidance of a committee of distinguished educators, is currently being set up to further study telephone teaching.

While at least average scholastic ability

is usually indicated for a successful telephone installation, we have heard of one case — admittedly far from typical where it played a part in a dramatic rehabilitation of a poor student and his family.

## A Family Rehabilitated

John was a poor student with inadequate work habits; he was delinquent in several respects. His record included twice setting fire to the school. His family included an alcoholic father and a brother in jail. As the aftermath of a serious accident, John was forced to remain in bed for two years.

"We had all sorts of reservations about the outcome of the experiment (with the School-to-Home Telephone) with this particular student," writes the principal.

However, we were amazed at the way he gained status with the group, improved in his interest, application and work habits. . . . This youngster's group sat close to the two-way communications set and he participated much more freely than he did when he had been present in the classroom. He took his achievement tests along with all other sixth grade students in the city.

This happened several years ago and we have seen the rehabilitation of an entire family. . . . We feel that this change in attitude

was due entirely to the fact that we were able to provide help at a time when they needed it badly. My feeling was that the greatest benefit was that the child was able to continue with his own class. This . . . truly had therapeutic results in this case.

Summarizing a panel discussion on the telephone method, Hazel Holboke, director of special education for the Hillsboro (Oregon) Elementary Schools, called the "improved human relationships" between the children at home and at school, between the teachers and the children, and between the teachers and the parents "one of the most important results of the program."

## A Member Looks at -

## Some Powers and Duties of School Boards

### GEORGE T. CONTALONIS

Member of School Committee Woburn, Mass.

Relatively few people have any understanding of the extensive powers and the varied duties of the school boards which are the public bodies responsible for the education of our future citizens. It is the writer's experience during the past seven vears that only a small segment of the population attend the meetings of the school boards. Only an exceptional problem of a controversial nature will bring out a few people to present their views at a public school board hearing. All this may be attributable to the fact that the people are content with the work of their representatives in behalf of their children. And yet, a detailed understanding of the school program and of the administrative problems which the school boards must solve would help all concerned, particularly the

### Some Board Problems

It is an interesting fact that the basic purposes of the schools are rarely questioned by the public or discussed in the meetings of school boards. Nobody seems to question the fundamental need of education for the welfare and growth of children and young people. The problems which do come up for solution by the school committees, as we in New England designate the bodies authorized by law to administer the educational affairs for our children, are almost invariably detailed,

current, and routine matters - the maintenance of the teaching staff and the finding and appointment of competent young people to fill in the recurring vacancies. Too often, in the writer's experience, problems of temporary importance and/or purely material details seem to take up all the time and attention of school committees to the point that essentially important educational matters are neglected. Thus, the committees are asked to decide on single versus double sessions. Should the entrance age to the first grade be raised? Should a better program of public relations be developed? Should children who live a mile and a half or less from school be transported by bus? Should state aid be accepted for a needed new building? Should the exchange student plan be accepted? Should the sick-leave allowances of school employees and teachers be ex-Should cursive writing adopted? Are more shop courses needed? Ultimately all these problems have educational implications which deserve attention and action.

## The Important Job

The first job of the board of education is to formulate broad educational policies in harmony with the state school laws. Under the direction of the board, the superintendent of schools has the responsibility to initiate new educational policies

for the board's acceptance, and upon approval to see that these are executed. The demarcation of the line of duties of the board and the superintendent is not always clear-cut and sharp, and there is necessarily some overlapping of authority. It is not a waste of time for the board to define with clarity its own functions and the functions of the superintendent of schools in order to insure the most harmonious conduct of school business. The policies of the school board must contain no reservation concerning the chief objectives of the schools; they must enable the school executive to the best of his ability and skill, to discharge his duties as educator, in behalf of the school children.

The school board holds a position analogous to that of the board of directors of a corporation. The members are laymen elected by their fellow citizens to represent them in behalf of their children. Just as stockholders remove directors of a business corporation when they no longer best serve the corporate interests, so the voters of a community should manifest their evaluation of the work of school board members through the cherished medium of their votes.

A primary duty of school boards under the laws of the respective states is the election of competent teaching staffs and professional administrators. Almost without exception, the superintendent of schools recommends the candidates for teaching positions and the school board accepts or rejects his nominations. This is the mandatory provision of the Massachusetts school laws and applies in the other states. If the school board rejects the superintendent's recommendation of a candidate. it is the latter's responsibility to recommend another candidate who he feels will meet the state requirements and competently fill the vacancy.

In a well-conducted school system, the superintendent of schools not only sets up the basic requirements for each teaching position, but has an interview with each of the candidates before he makes his recommendation. In recent years, it has become increasingly the custom for the superintendent of schools to observe the prospective candidate at work in the classroom and to carefully judge his personality, experience, age, and state of health as evidenced by the records. The personal interview and observation of a candidate in his own classroom unquestionably affords the best means for the school executive to judge a candidate's competency and prospective success.

## Special Board Powers

Subject to state law, school boards determine the length of the school year, particularly the number of weeks and hours during which the schools will be in session. They fix the dates for vacations and holidays, and they may close the schools in bad weather. They also establish regulations for the attendance of both teachers and pupils. The legal powers given to school boards include authority to make all reasonable rules and regulations for the government and management of the schools, for the discipline of pupils and teachers, and for the admission and even exclusion of children for sufficient legal cause. They possess the power to establish and maintain standards for the promotion of pupils from one grade to another and for their continuance in a particular grade. In some states, the powers to open classes with prayer and to excuse children for religious instruction during a weekly class period are included in the school board's

In the management of the schools, particularly in matters of fact affecting good order and discipline, the decisions of the school boards are final. So long as the legal authority exercised is not abused or perverted, the courts will not interfere with or revise any school board decisions.

## School Budgets

Under the state laws, the school boards are obliged annually to prepare and adopt a budget for the financial support of the schools. In practically all states, the necessary school budget must be incorporated with other municipal department estimates in the general municipal budget. An ideal situation exists when the school board's estimates must be accepted as final by the municipal authorities.

The most satisfactory school budget making is assured when the superintendent of schools takes the initiative and develops

the budget figures through democratic assistance of teachers, principals, and supervisors. In its deliberations, the school board must assure itself that with the funds made available under the budget, the services of the schools can be conducted most efficiently and that necessary increases in personnel, in salaries, in building maintenance, and in all services will be reasonably covered. The writer is unalterably opposed to cutting school budget estimates for the sake of holding down or reducing tax rates. The essential services to the children must not be curtailed. It is extremely shortsighted policy to permit the mayor or the city council to cut school funds for their own political purposes. It is unwise too to rely on deficit financing in the hope that needed supplementary funds will be provided by the city council or that a further budget appropriation will be made. It is the writer's opinion that the interests of the school children should be the chief and only concern of the school board members.

## Teacher-Tenure Problems

The laws which provide permanent tenure for teachers after they have served a probationary period of two or three years. is not without difficulties for the school board. In most states teachers on tenure possess a legal status which makes it impossible for the school board to remove an unsatisfactory instructor without preferring charges in writing, furnishing proper notice, and giving the teacher an opportunity for a public hearing with his legal counsel. The Massachusetts law which is similar to most state laws, requires that no teacher, supervisor, or superintendent may be dismissed unless by a two-thirds vote of the whole school committee. Board members who vote against retaining a teacher must be present at all public hearings to receive the evidence, to see the teacher and his witnesses - as they testify. The hearings are quasi-judicial and the situation of the individual committee member is analogous to the situation of a juror in a court case. School boards can save themselves much trouble if they follow strictly all legal requirements.

A valuable form of service which the public schools render is the instruction of mentally retarded children, crippled children, and children with physical defects such as cardiac conditions, deficient hearing, and insufficient sight. A genuinely complete program in any community should include the education of children who cannot leave their homes to attend classes. The special classes for mentally retarded. or otherwise deficient children, more than justify their organization because they enable these unfortunate youngsters to acquire knowledge and skills that could not be provided in the regular school classes. It is always a cause of satisfaction when these children make up for their defi-

ciencies and are enabled to lead normal lives and to earn a decent livelihood. It is to the credit of school boards that they have attempted to do all in their power for these children and have fully appreciated the imminent danger of juvenile delinquency to which they are exposed.

Lack of space has not permitted me to enumerate more than a very few of the great variety of problems and opportunities which confront school committees in the administration of their school systems. I have attempted to touch upon only a few of the salient matters which are actually found in every community.

### In Conclusion

I consider service on the Woburn school committee as a challenge. I have gladly accepted this service as an honor and a privilege for assisting the professional school staff to mold the lives of our school children to become the future men and women and citizens of the community. Like the vast majority of school boards throughout the United States, we in Woburn serve without compensation. The great satisfaction of our services to the children transcends monetary values. We are determined to support the school system and to help the children of our community assume the privileges of living in the greatest country in the world where life, liberty, and the pursuit of happiness is available to all men.

## SAVE INSURANCE FEE

The New York City board of education recently won a four-year fight to save \$250,000 annually in unemployment insurance costs on its 3500 custodial workers. In addition, the board will not be required to pay out \$764,938 in insurance costs accrued during the past four years.

The savings came through action taken at the last legislative session and approved by Governor Dewey, which exempts the board from carrying unemployment insurance so long as it reimburses the State Labor Department for benefits actually paid to school custodial workers who lose their jobs.

It is difficult to understand why any local board of education should be expected to pay accident or unemployment insurance premiums to the state industrial or labor department. The schools are not subject to the ups and downs of industrial or business employment and it is rare that men or women are laid off or dismissed. Accidents are so few that most if not all school boards can carry their own insurance or purchase it at a low premium cost. Certainly there is no reason for building up huge reserves for the schools and practically no reason for asking local school districts to contribute to the administrative costs of a state labor office.

## Science Teaching and the Laboratory

DR. RAYMOND E. KIRK

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The place of the laboratory in the teaching of science in secondary schools is again being questioned. The arguments so familiar forty and fifty years ago are again being brought forward. (However, many of those now decrying the functions of the laboratory as an aid in teaching seem unaware of the old controversy.) Perhaps, it is well that those of us who teach science should again be forced to defend the laboratory as a teaching device. Perhaps, we have allowed ourselves to become careless in our use of this tool. What then is the basis for the faith we hold regarding the laboratory?

First, we believe that it is the best known method for inducing young persons to use their minds. How can one be interested in explaining the siphon, if he has never seen one work? How can a young person be intrigued by the phenomena of changing matter unless he has carried out the simple chemical changes? Each human being is a scientist! Each young person should himself have the chance to carry out controlled experiments to demonstrate how scientists work and think. Science is not magic, yet many young persons whose science experience consists only in watching demonstration lectures will be tempted to think so! "One sip is worth ten thousand words"!

Second, we believe that the laboratory is the place where orderly habits can best be established. To observe and then to record in logical fashion what one has seen; to measure and then to report in tabular form the results of those measurements; to relate and then to state concisely one's conclusion; to summarize and then to phrase that summary; all of these are habits whose establishment will make young people better members of our world. Such habits have values far beyond the realms of science.

Third, we believe that the laboratory is the place where the historical development of science can best be taught. It is possible to show how the isolated observation may lead to planned studies; how qualitative experiments lead to quantitative ones; how empirical observations can lead to preliminary generalization; and how the laws and theories of science have their origin. In a world that is filled with the results of science, all too few people have any idea of how science grows, and too many have the wrong idea.

Finally, we believe that it is in the laboratory that the scientists of tomorrow will be recruited. Who has chosen science as a career because it is finished? The concept of science as growing, as changing, and as serving is the concept that attracts keen young minds.

We speak for the use of laboratories in the teaching of science because it is our sincere conviction that we will be cheating young persons if we attempt to teach science without laboratories.

Most of the arguments for the abandonment of the laboratories in the teaching of science are in essence statements that science teachers have failed to accomplish the things which we claim we can accomplish by laboratory instruction. All of us who teach science will admit that we have fallen short of our stated goals. Blame us, but do not blame the method! Help us to do better, help us to train others, to do better still, but do not doom our young people to sterile instruction.

The National Science Teachers Association as well as other groups foster programs for the improvement of laboratory teaching. These efforts merit the commendation and support of all interested in the improved education of our youth. Improvement not abandonment is the logical answer to allegations of poor results from laboratory teaching.

The argument based on cost deserves separate consideration. Laboratory supplies and equipment need not be expensive! In many instances less expensive pieces of equipment are better teaching tools than are more costly ones. Many a resourceful physics teacher has used the interests of his students and the resources of his own basement shop to fit out an outstanding laboratory. Yardsticks, spring balances, pulleys and cords are much less costly than are most items of athletic equipment. The local hardware store has many items that can be used by the resourceful teacher.



The opportunity to carry out supervised experiments trains the student to work carefully, observe details, and analyze results. A deeper interest is awakened through active participation than by teacher demonstration.

The same is true of the radio and television repair store and of the electrician's shop. Baking soda is still primary sodium carbonate; the effect of its water solution on litmus is still remarkable! The corner druggist is a good source for many chemicals; the farm supply store for many others.

Recently, many economical remodeling and building plans for low cost laboratories have been successfully worked out with planning committees composed of the school administrator, science department representatives, the school architect, and ce-operating laboratory equipment manufacturers. Using standard size equipment (benches, hoods, tables, etc.) in the science laboratory - easily planned for in the initial stage of design - saves a sizable amount of money and provides excellent facilities for the teacher and student. If the equipment manufacturer is consulted after the building is under construction, custom built furniture may be necessary at a consequent increase in cost.

Laboratory apparatus dealers will always be found most co-operative in helping to plan for economical student laboratory courses. Many suppliers make comprehensive lists available to administrators and



Dr. Raymond E. Kirk

science teachers, noting in detail equipment and supplies designed for the maximum teaching effectiveness at the lowest cost. Textbook publishers, too, are always happy to supply lists of economical equipment for use with their books and manuals.

Actually, it is becoming increasingly important for the secondary school science curriculum to keep pace with the interest being developed in our primary and elementary school grades. As an example, one of the country's apparatus manufacturers recently introduced a completely portable science demonstration cart for use in the lower grades. Easily movable from room to room, equipped with various services, equipment of this nature is keyed to make science observation experiences vivid and keyed to whetting the appetite of the student for his own work "someday in high school." What a blow to science education. and future scientists, to discover that high school biology, physics, and chemistry laboratories have been abandoned!

The best equipment in the laboratory may "still be the head of the man running it" but the most salient challenge to the science student still remains to be his own scientific laboratory work and observation, carefully guided and inspired, and accurately recorded by him as part of the learning experience.

## Recent Judicial Opinion XXI -

## EMERGENCY BOND ISSUES FOR SCHOOL CONSTRUCTION

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Though at times it might appear otherwise, it is probably fair to say that members of local boards of education are no more desirous of spending public money for the construction of school buildings, within their own school districts, than are any of their fellow taxpayers.

The fundamental reason, usually, for a difference of opinion in this regard may be traced to an unavoidable difference in point of view. Basically, this difference lies in the fact that the board member — in addition to his duty as a taxpayer, charged with helping to pay for school construction expenses — is also charged with the solemn, legal responsibility of insuring that the school facilities made available in the community, by the board, are adequate for the community's educational needs.

The key here, of course, lies in the ex-

tent of the physical plant which the board deems necessary to supply such "adequateness"; and, frequently, the nature of the bond issue which is usually found necessary to finance construction.

An interesting case, involving these related factors, was recently settled in the Appellate Court of Indiana.

Facts of the Case. Prior to November 10, 1951, Vigo School Township owned, maintained, and used a fully equipped grade and high school building in the village of Edwardsport, in that township. On that date, the school building and its contents were completely destroyed by fire.

In May, 1952, some 112 qualified owners of taxable township real estate filed a petition requesting that the school officials is-

<sup>1</sup>Spencer et al. v. Vigo School Township, Knox County, et al., cited as 119 N. E. 2d 723 in the National Reporter System. sue township bonds — in the sum of \$244,-000 — to replace the building. At a special meeting on June 5 next, the school officials unanimously adopted a resolution declaring that "an indispensable necessity exists for the construction and equipment of a new school building at Edwardsport, and that an extraordinary emergency exists for the issuance of bonds to defray the cost of such project."

On June 26 and July 7, some 178 qualified property owners filed remonstrances against the proposed bond issue; but at a special meeting on August 27, the township school officials, nevertheless, unanimously resolved to proceed with its issuance.

At this point, Spencer *et al.* sought—but were denied—injunctive relief in the circuit court. This denial was now being appealed.

The Issues. The fundamental issue in this case involved the authority of the school officials, in the stated circumstances, to issue and sell bonds to provide funds for the construction and equipment of the replacement school building.

The proposed issue was unnecessary, according to the complainants, since, allegedly: (1) The educational needs of all the displaced pupils were being adequately provided for in the other township schools; (2) the school officials could enter into long-term contracts with other school districts to accommodate the pupils; and (3) the school could be consolidated with that of another township.

In essence, then, the complainants were contending that the proposed bond issue was unwarranted since no true "emergency" existed.

Findings of the Court. The court first noted that the record and briefs of counsel indicated that this case was tried on the theory that the rights of the respective parties were governed by the provisions of a particular, general Indiana statute.

This particular act, the present court held, was concerned primarily with taxation, methods, and personnel for fixing levies, and the limitation thereof, as applied to municipal corporations. It was "not intended to and does not prescribe the procedure for all bond issues by municipal corporations." Further, the opinion continued: "It seems to us that the business of building schoolhouses and raising money to pay for them is controlled by special statutes on the subject which, under generally accepted legal principles, supersede general ones."

However, the court held, "as the parties and the court below treated said [general] act as applicable and tried the case on that theory, we will so consider it."

To the complainants' first contention, "that within approximately eight days after the fire, room was provided for all the pupils in other township schools" (where their educational needs were, allegedly, being adequately met) the court commented: "The Edwardsport school was a large brick building containing 20 classrooms, a science laboratory, and a gymnasium and accommodating 345 grade and high school pupils. The fact that it was built presumes an adjudication that it was necessary for the convenient, economical, and efficient education of the children of Vigo Township. We must assume that it was needed when built and the evidence clearly indicates a need for its reconstruction. The mere fact that it was completely destroyed by fire brought about an unexpected condition demanding immediate action if the [school officials] are to discharge the duty with which they are charged by law.

"In our opinion," the court continued, "the fact that the pupils . . . are now housed elsewhere under conditions which the evidence, most favorable to the court's decision, characterizes as crowded, inconvenient, and in some instances insanitary and unhealthy, accentuates the emergency rather than relieves it."

With regard to the second contention, the opinion held: "Nor is it an answer to

the problem to say that the [school officials] are authorized by law to enter into long-term contracts with other school corporations to accommodate [the] displaced . . . pupils. Even if such action would dissipate the emergency there is no evidence in the record that there is any other eligible school corporation willing to make such a contract. . . ."

As to the third contention—that no emergency existed, because authorized procedure would permit the consolidation of the Edwardsport School with that of another township—the court's opinion was clear cut. "Granting that it might be possible," it held, "to effect such a consolidation, there is no evidence which tends to show that such procedure would obviate a bond issue or lessen the tax load which the reconstruction of the Edwardsport School will place upon the appellants [Spenser, et al.]." This, the court added significantly, "after all, is the kernel of their grievance."

Summarizing, the opinion then concluded with these words: "In our view the whole matter of finding scattered schoolrooms for the Edwardsport pupils was but a temporary and makeshift method designed to meet the consequences of the disastrous fire which, of itself, created an emergency demanding permanent relief which cannot.

as far as the evidence discloses, be provided except through a bond issue."

Therewith, the court affirmed the lower court decision and approved the action of the school officials.

Significance of the Case. In terms of this opinion, it would appear that the following general conclusions, applicable in most jurisdictions, may be drawn from this case:

First, courts will normally consider the building of schoolhouses, and the raising of money to pay for them, in terms of the provisions of the pertinent special statutes on the subject.

Second, "special" statutes relating to the construction and financing of school buildings will, generally, supersede "general" ones.

Third, the total destruction of a school building brings about an unexpected condition — with regard to the convenient, economical, and efficient education of the displaced children — and demands immediate action, in this regard, by the responsible school officials.

Fourth, in the absence of substantiating evidence, it may not be presumed that the mere consolidation of schools within neighboring districts will, of itself, lessen the tax load on one of the districts.

## Give the United Way!



With this emphatic slogan, the 1954 United Community Campaign of America gets underway in October with a goal of \$290,000,000. Of this amount, 42.7% will be spent for youth services and care of children. Recepients include Boys' Clubs, Camp Fire Girls, Boy Scouts, Girl Scouts, summer camps, YMCA, YWCA, Neighborhood Houses, foster homes, day nurseries, and children's institutions.

The Community Chest provides funds for some 20,000 health, recreation, family welfare, and defense related services. Support the Red Feather Campaign in your community!

## 10 Brief Guides for New School Board Members

SARAH LORY

Member, Fairfax County School Board Fairfax, Va.

"How long does it take the average new member of a school board 'to get his feet on the ground,' and become an informed and valuable member of his board?" At a recent meeting of the Northern Virginia Regional School Board Association, a majority of the delegates agreed that a minimum of a year was necessary.

These guides are offered in the hope that they may shorten this in-training period, and hasten the time when the new board member, grasping the complete concept of his job, can contribute to the full measure of his ability.

- 1. Remember that the only authority you possess lies in the corporate action of the school board. Unless specifically delegated to you by the board as a whole, you possess, as an individual member of the board, no legal authority.
- 2. "Go slow" in the beginning especially if you have come on the board to "reform" it. The chances are you will feel a lot differently about a good many things six months after you are on the board.
- 3. Do not let your differences of opinion on policy with other members of the board degenerate into personality conflicts and cliques. Nothing is so devastating to good board procedures as a situation where one member votes for a measure simply because another member votes AGAINST it.
- 4. Don't talk too much. You may acquire a reputation for wisdom beyond your merit simply by not saying the wrong thing at the wrong moment. One thing is certain—you are not learning when you are talking. You are hearing only your own ideas.
- If possible, keep out of the quicksand of teacher-personnel problems. The board has hired a superintendent and his staff to take that responsibility.
- 6. Give the superintendent and his staff your public support. Except in unusual and mitigating circumstances, the superintendent has a right to expect this. After all, he was hired by a majority vote of the board. To undermine him subsequently with criticism is officially unethical.

At times there will be differences of opinion on policy between you and the superintendent. But rather than seek the support of the press and the public platform to express and bolster your individual viewpoint, use the medium of individual conferences with the superintendent and the official discussions and the decisions of the board as it meets in legal session to iron out these legitimate differences.

- 7. Welcome people who come to see you about school problems. If the problem is a controversial one, remember however that in all probability you are hearing only one side of the story. Do not commit yourself in advance to a course of action that later you may regret because your decision was made hastily when you were ill informed. Too, the board as a whole may not support your views and you could find yourself in that embarrassing position of having unnecessarily committed yourself to a course of action that the board rejects.
- 8. Make a real effort to be informed. School business is always important business, and these days it is often "big business" with budgets in the hundreds of thousands—even several millions of dollars.

To be informed will require time, effort, and a compelling interest on your part. Ask for briefings from the administrative and supervisory staffs. As you feel the need, return for additional information. Build up, quietly if you can, trustworthy sources of information within the community and the school system that will give you varied views on the schools and the manner in which they function. This will keep your finger on the pulse of both school and public opinion.

Visit and become acquainted with the problems of each individual school over which the board has authority. If possible learn to know each of the principals. They are key people in any system.

- 9. Your value to the board will increase, if in addition to building a broad base of knowledge, you acquire additional information in some specialized field. This will develop naturally from your own interests. The specialized field you choose may be, for example, economy in new school construction, the school health program, music and arts, the athletic program, or the instructional field.
- 10. Accept your job on the school board as one of responsible leadership in the community. Recognize it as a key spot in public relations. You will be expected to attend and participate intelligently in innumerable public meetings on school affairs. This is more than an opportunity. With your wider knowledge and broader viewpoint, you, as a member of the school board have an obligation to interpret school affairs to an interested public.

You can clear away doubts, misconceptions, and misunderstandings. You can do more than to merely inform the public. You can help formulate public opinion and create thereby an active, intelligent, and strong public support for the schools.

To be a member of a school board is never an easy job — but the satisfaction that grows from serving your community well is richly rewarding.

## Mostly Concerning a Close Shave

BROOKE W. HILLS

Perhaps you've heard the story about the college guidance man who was sorting out questionnaires in the freshman class. One starry-eyed young man replied when asked what he expected to do to earn a living after graduation, "I want to be a physical director." If the story is true, with an alarmed looked the guidance man wrote across this item and in red ink, "Why?" and sent the newcomer to the dean for further questioning.

While I've never believed that this happened, after considerable reflection during many years' experience in supervisory work, I'm strongly inclined to go along with the theory that in many schools the lot of a physical director is much like that of the policeman in Gilbert and Sullivan—an unhappy one. Could be.

1

For example: one young man who applied to me for such a position said he thought a little too much was being expected of him in his present job. He had taken over as the one male teacher of the subject in the high school, to teach five floor classes per day and assist in coaching football. Doesn't sound too tough, but it didn't turn out that way.

In addition to the floor job, he had expected, of course, to keep reasonably accurate records of attendance and performance among three hundred boys; to issue a similar number of lockers and keys and keep these accounts correctly; to keep at a minimum the loss of valuables when boys forgot to remove the locker key, let alone the rather difficult business of trying to be in two places at once with thirty boys on the floor ready for class and thirty more in the dressing room struggling into their gym suits.

Nothing very new about this. Probably strictly orthodox, happening all the while in a great many places. Goes with the job. But he had soon learned that when some academic teacher happened to be absent, very often he was drafted to take care of a study hall in his free periods. This, he said, retarded him in following up on the work of sloppy janitors in his own bailiwick, seeing to it that the locker

rooms, for example, were washed down at least once a month whether needed or not. A couple of near accidents showed him that the maintenance man didn't realize that flying rings and climbing ropes might become frayed at the girder attachments. He didn't mind supervising the fire drills, nor did he object to spending hours in organizing new courses in "Safety at Home, in the School, and on the Highsaying he learned a lot doing all this. While he had been expected to organize clubs and conduct an intramural program as well as a good annual exhibition of classwork, he had not known that among the odd jobs he was supposed to do was setting up scenery for school plays and acting as chief scene shifter during the performances. As his alibi for this dislike, he stated he didn't have much time to attend the theater, and a school play was better than nothing at all.

What about the coaching work during the football season? He sighed.

"I never got home until after dark, and honestly, I was in hot water with my wife all the while. I was so darned tired I'd fall asleep at the dinner table. Let's not go into that!"

This remarkably frank young man looked at me and grinned. "They sure did tell me one true thing when I signed up there three years ago. They said the schools were operating on the stagger system—and were they right! You walked to school in the morning... and you staggered home at night!"

Now what would you say to such an applicant? I know what I told him. I said he was hired. Why? Because it occurred to me during his recital, as probably it had before — that after all, physical directors are human beings — not a race of supermen. . . I may add that there was a fairer distribution of the teachers' load around our own schools the next year.

Old-Timer, maybe you'll do yourself a favor by looking over your own situation a little. . . . But I want to get along with this story, a story about another physical director from another state, who applied at a time when competent men were hard to find

9

We were looking for a man to take charge of physical training. Just that. Period! We were not interested in a man whose success was measured by the number of championship teams he had turned out, although this would not be held too much against him if he talked physical education rather than the possible virtues of the double platoon system. We did want him to be able to organize and conduct a good intramural program. We did not want him to be so wound up with private summer camping propositions that he would spend half his time securing new enrollments. We were not looking for a Teachers' Room Lawyer." Above all we did want to find a man who had the right personality to bring a good influence on the many boys coming under his direction. We thought we knew what we needed, and went out to find him.

There were more applications than we had expected, probably because the salary was above the average and our schools were well known as safe havens for competent teachers. There was one letter which attracted me from the first, well written, relating a number of interesting projects organized and completed. The reasons given for wishing to make a change were fair enough: to get a promotion into a larger system at a larger salary near a large city, where one could confine his entire attention to a physical training program and get away from coaching obligations. His photograph showed him to be a well set-up, good-looking young man. Among his excellent recommendations was one from his superintendent, stating he had done a very fine piece of work during the four years in his present position. The school board recommended him highly as did the district supervisor of schools.

I accepted his invitation to come and observe his work.

3

The fairish size town in which he was teaching was probably two hundred miles distant. Ordinarily, it is my practice whenever possible to take along in the car two or three of the principals to help in sizing up an applicant, especially when a key position is involved. In this instance, however, since it was a bad part of the winter I made the trip alone and by train. Time

Through a heavy snow I went the next morning in a taxi from my hotel in the adjoining city. The superintendent was in his office, a pleasant man to meet. In a few words he stated that while they would be very sorry indeed to lose Mr. Jones, the board and he felt promotion had been fairly earned and they would not stand in his way. I was shown several programs of exhibitions and was told they were very well attended and well conducted. Several photographs backed up these statements.

"I'll take you to the gym and you can see him in action." To the gym we went.

Probably 75 boys were on the floor going through what were called "conditioning exercises," something I had not seen before. Everyone was busy; the attitude of the class seemed excellent; commands were few, quietly given and quickly carried out. There was a minimum of shouting and yelling during the rest periods - that noise which Irvin Cobb in another connection once said made him think of "Old Home Week in a Boiler Factory." When a class was dismissed the boys went off the floor in remarkably good order. I noticed, too, that Mr. Jones did not spend very much time talking to me between periods, excusing himself by saying he wanted to get ready for the next class. The superintendent, too, did not stand around long after the introduction, but went back to his office and let me see for myself.

What I saw in those three periods was certainly satisfactory. I asked Mr. Jones if he would be willing to come to our school if requested, look over the job, and with me reach a final decision. He said he would be glad to do this, and after a word of thanks from me we parted with a cor-

dial handshake.

This was just fine, thought I, as I made my way back to the office to get my coat and start for the one o'clock train back home. . . Jones is a good man. . . The fact that the school board president "Just happened to be in the superintendent's office to go over the new budget, and what's the idea in your coming over here to steal one of our best teachers?" didn't bother me too much. I had seen this sort of thing before, thought I recognized an old story when I heard it, and one could hardly blame him for trying to help a deserving man out a little.

The snow was still pelting away. An hour and a half to get to the station eight miles distant. Explaining my need to catch the train, I asked the superintendent if he would be kind enough to call a taxi.

"Oh," said he. "Forget that taxi. My car is right out in front and I'll be glad to drive you in. Days like this all the taxis are tied up. You come along with me. I won't take no for an answer; have got to go to the city this afternoon, anyway. There'll be time for lunch and you'll make the one o'clock without trouble."

I was glad indeed to have the lift. An important committee meeting was scheduled for that night back home, and that train just had to be caught. As we slid along through the snow I told the superintendent how much I had enjoyed what I had seen and explained to him the arrangement I had made with Mr. Jones. We had a pleasant enough time, although he did drive a couple of blocks out of the way to pass a new junior high school building. As I glanced at my wrist watch, "Oh, don't worry; I won't let you miss your train."

We reached the hotel at exactly noon. My bag was packed and waiting in the checkroom. An hour to spare. I started for the lobby and then,

"I'd better leave my car over there in that parking lot. They're getting pretty touchy lately about giving out tickets."

Five minutes and he returned. As we headed for the dining room,

"Say, there's lots of time. Do you mind waiting for a few minutes while I go in the barber shop for a quick shave?" I looked at him in amazement. He no more needed a shave than I needed an operation for appendicitis, and I told him so.

"Oh, shucks," said he, "I promised to take my wife to a dinner and reception tonight, and I won't have much time to get cleaned up after I'm through here this afternoon. Be a good fellow; just go in and order a little something and I'll be with you in a jiffy." He dove through the lobby door into the shop, taking off his coat as he ran.

Just what was I supposed to do under the circumstances? We started lunch at half past twelve. We didn't wait for dessert. Ten minutes to one and the station half a mile away. "Don't worry." he called back over his shoulder. "I'll have my car over and fast!" Three minutes later he slithered up to the curb. At exactly one o'clock we pulled into the station yard. Sputtering my thanks I leaped to a train already moving. . . . He was smiling as he waved his hand good-by. . . . Nice fellow. . . .

## HERITAGE OF FREEDOM

One of the most important tasks of education today is to keep a clear line between the responsible search for truth and the dangerous naïvete which opens the door either to the blandishments of the Communists on the one side or the character smearing of the demagogues on the other side. The realistic educator must protect the heritage of freedom which is the chief sanction, the breath of life in our schools. But he must not permit the irresponsible assaults of political Pied Pipers and genuine subversives to make him a victim of hysteria or of the skillful propaganda of America's enemies. — Abram L. Sachar, Brandeis University.

When I reached home late that night and over a snack on the kitchen table had told my wife of the day's doings, she had very little to say. Seemed to be thinking about something. As we were dropping off to sleep, she suddenly roused:

"What I can't understand is why that man had to get a shave when he knew you were in such a hurry."

I had been doing a lot of wondering about the same thing, myself. . . . Especially when it wasn't necessary. . . Oh, well; after all, what has a tonsorial operation to do with hiring a physical director? . . . Skip it.

5

Two weeks later I sent three principals to observe the work of Mr. Jones.

"A first-class man," was their verdict. "Take him." Unanimous.

But in spite of what I had seen, in spite of their enthusiastic report, some way or other the matter of that unnecessary shave kept coming back into my mind. It just didn't make sense, yet what a silly, irrelevant thing to fuss about. Another two weeks passed while I delayed my invitation to Mr. Jones to come see us. The board began nudging me: "First thing you know, he'll sign up somewhere else. What's holding you back?" . . . I couldn't very well explain to these levelheaded businessmen that the delay was due to the visit of another superintendent to a hotel barber shop. . . . Jones must be all right. Yet, confound it all, something's out of line, somewhere. Almost wish I'd never heard of him!

Another week and then a polite note from Mr. Jones asking when he might plan to call. Also, a couple of pleasant inquiries from the principals asking if we had reached a decision. . . .

6

Ten years before I had heard a first-class employment man in a large industry say that when he was considering a man for a reasonably important position, very often he put on his hat and went around to see what kind of people they were who were recommending him. Especially, if you didn't happen to know them. I just happened to think of this. . . An early start brought me to the same hotel early in the afternoon. In my room I pulled out the well-thumbed pile of references. The letter on top was from the district supervisor. His office was but a few blocks away. In a tall building.

He was a large, smiling gentleman who came forward with outstretched hand. "I'm so glad to see you. We feel quite honored by this unexpected visit. Come in; come in. Let me take your hat."

After a few pleasantries, "I came over

here this afternoon to ask if there's anything more you'd like to tell me about Mr. Jones that's not in your letter here. Have you seen much of him in action? Do you know him very well personally?"

He hesitated. "Now, I'm sorry to say I'll have to answer no to each question. The fact is, this is a large district with nearly two thousand teachers, and it's practically impossible for me to see very much of any individual. I have met Mr. Jones and was favorably impressed with him, but it was only a short interview concerning his certificate." With more hesitation, "Frankly, I've read a good deal about him in the local newspapers, and I guess that's where I formed my opinion." He thought for a moment.

"I'll tell you what I'll do. I'll telephone the school right now and get an up-to-theminute report. Just relax while I put in a call from the other office."

"Don't let them know I'm here," I hastily replied. "They might misunderstand."

He rose smiling from his seat. "Now, don't get the idea that anyone in this district is trying to put anything over on you. In this state," and he smiled again, "we just don't do things that way." With a sudden inspiration, "Here! Just to let you know exactly what the superintendent thinks of Mr. Jones, I'll let you listen in on the extension. You'll get it straight from headquarters." Pushing the receiver into my hands before I could say a word he disappeared into the inner office.

And this is what I heard . . . "straight from headquarters."

"Jones? Jones! Excuse me. Doctor. while I laugh. Jones? Why, the board would have fired him long ago if he hadn't been so strong locally on account of his championship teams. He's got every sports writer up and down the district square in back of him. What's the matter with him? Well, between you and me, every time he wins the big game at the end of the season. he takes the team out to a private dinner, and then . . . oh, zowie! Good thing the game always comes Saturday. Gives the boys a chance to sober up a little over the week end. And, Doctor, you should see what an awful lot of influence Jones has on the other teachers when it comes to eligibility grades! . . . Why doesn't the board do something about it? Well, they can't buck every paper in this part of the state, and they don't want to lose school elections, and there's all this talk about 'civic pride.' Scholarships to college a dime a dozen. Makes it nice at commencement when the boys come up in front and presentations are made. But some of the parents are beginning to ask questions and complain. So, the board had a little executive session, and came up with the wonderful idea I'm to get Jones another job, and far, far away. They hinted, too, they gave me six months to do this, or else! - and that word meant just me. So. I started in pulling wires here and there, and Doctor,

I've certainly landed a big one. First, I had to get Jones all stepped up, telling him confidentially, of course, that he's ready to go into big time; I told him to lay off much talk about his coaching, put everything on physical training, and let me help him write his letters of application. Now, here's the chance of a lifetime in another state, and he thinks it's a promotion! But, Doctor, you'll get a real laugh when I tell you how I slipped it over on a pernickety old wise guy who came over to observe his work. Just listen!"

Undoubtedly, the good doctor was listening. I know I was! Professional ethics? Professional ethics be hanged! Old-Timer, just what would you do under similar circumstances, especially when you knew you were about to be given a fancy showing-up as a "pernickety wise guy"—of uncertain age? Of course I listened in; and if you wouldn't, I'm afraid you're just a little too ethical to be human.

"I knew when that would-be big shot was coming to look Jones over, so I sent about ten of the worst ones in each class to the study hall to take it easy . as if they didn't always do that, anyway, Had the whole place slicked up, too. Just everything. No wonder things went along like a breeze. It was some setup, I'll tell you. And there that big fellow stood just drinking it all in, and were his eyes shining when he came back to my office! But pretty soon he begins talking about a train he has to catch back home. So, what do I do but drive him back to his hotel to get him out of town before he has a chance to do any more snooping around. From the way he talked I knew it was as good as in the bag, and I was so tickled I guess I must have stepped on it a little too much. Then, I thought fast and used up a lot of time stalling around. The real payoff was when I went and got a shave and had to tell the barber it was none of his business whether I needed one or not. Then we hustled into the dining room, grabbed a couple of sandwiches, and . well, sir, I got Mr. Wise Guy to the station and slapped him into the train without his having a chance to do anything more than wave his hand good-by. Oh, my! Then he sends over a couple of principals for a double-check, and what do you suppose? When they go away they say everything is just fine and they're going to recommend. That's what I call a good iob and well done! So, good-by, Mr. Jones, and good-by headaches!"

There was a hearty chuckle from the far end of the wire, a "Be seeing you, Doctor." Followed a distant click.

My host for the moment returned to the outer office with a very peculiar look on his face. Silence as he looked at me, and then the understatement of the year: "Mr. Hills, I don't believe you want Jones in your school. I have never been more surprised in all my life."

Neither had I. But I had sense enough



Charles D. Gibson President, National Council on Schoolhouse Construction

The first convention on the Pacific Coast since 1948 will be held by the National Council on Schoolhouse Construction at San Diego, Calif., October 4–8, under the presidency of Charles D. Gibson, Southern Field Representative of the Division of Schoolhouse Planning, California State Department of Education. The convention will emphasize the technical aspects of high school planning, space adequacy surveys, integrated school construction, and principles of economic construction.

not to say so.

Five minutes later as I bowed myself out the good doctor was still apologizing in one breath, and in the next darkly hinting that there was likely to be at least one change among his superintendents just as quick as he could get around to it. . . I have never heard what happened later on nor do I much care. But I do know it will be a long time before I ever visit that district again.

Too close a shave for comfort!

7

Well, who finally got the job?

The very frank young man I talked about in the first few paragraphs. Of course, You've probably guessed that, already. How did he make out? Quite well, thank you, And still is — with me!

#### LINCOLN LIVES ON

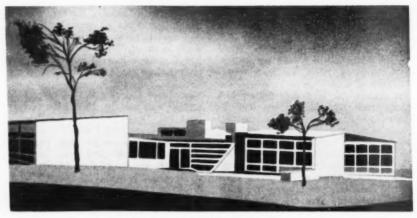
Abraham Lincoln is not dead. Emancipated from the thraldom of time, he has stepped beyond the trammels of birth, and race, and state. He lives in an epic all his own; in ever widening spiritual leadership; in the splendor of realized ideals; in inspiration to good citizenship and in multiplying memorials in literature and art, in progress and reform, in patriotism and philanthropy, in education and humanitarianism. — J. W. Hill.

#### A PRIMARY SCHOOL PROPOSAL

The United States is not the only country in which there is ferment for the improvement of primary education and the planning of school buildings which meet the purposes of education and the new instructional methods. An excellent illustration of this fact is the proposed primary school building planned by a group of Austrian research students¹ and recommended for the Primary Volks Schule. The proposed structure is irregular in shape, one story high, and is to include four conventional classrooms, an all-purpose room, and an irregularly shaped assembly area in which such activities as music, singing, drama, speech, etc., are carried on. A huge fireplace and a chimney are arranged so that curtains may be strung for stage effects.

The radial arrangement of the classrooms allows for ample outside lighting and prevents disturbance of the academic classes by the activities and the individual and group project work. The latter which is to consist of "basteln" (work with tools and paper, wood, and other materials), the

<sup>9</sup>The work group which planned the proposed building was W. Holzbauer, F. Kurrent, and J. Spalt. The proposal was originally published in *Die Furche*, Vienna, June 5, 1954.



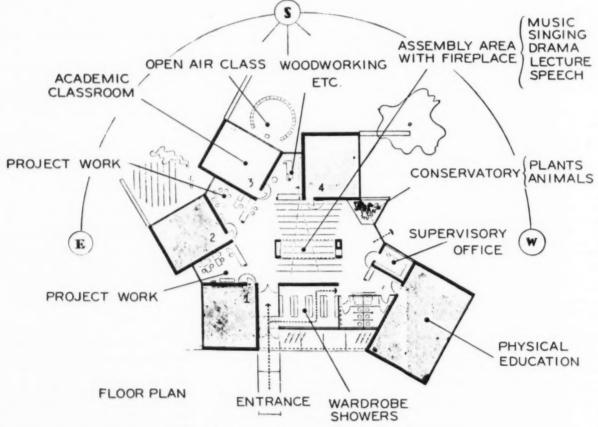
Perspective of proposed Austrian primary school

study of plants and animals, drawing, and water-color painting. For all of this, tables, work benches, etc., are arranged in the nooks adjoining the outside windows between the classrooms. The areas in the outside angles of the structure are to be fitted for open-air classwork, play, gardening, etc.

The all-purpose room is planned for indoor physical education and play. Adjoining it are the toilets, wardrobes, dressing room, and showers. The supervisory office is arranged to overlook the central area and the project groups.

The building is intended to meet the needs of an educational program which will carry the children forward from the play phases of the preschool life and the close protection of the home to the earlier years of the primary school with their for-

(Concluded on page 74)



Floor plan proposed for an Austrian primary school

## Earning Public Appreciation for the Public Schools'

THOMAS C. FETHERSTON

President, Board of Education Oceanside, N. Y.

There is no magic formula which the school board can apply 30 days before a bond issue is to be voted or two weeks before a budget or some other critical matter of decision is to be put before the people. No such formula will assure favorable public action. You cannot go to the store and buy a bottle of public relations vitamin pills, start feeding them to the community, and then sit back with the assurance that the problem of public approval has been solved.

From my observation, the school districts that have trouble getting public support for their major and critical proposals are those which give little attention to an over-all longe-range effort to inform their citizens. Conversely, those districts that have the best luck-seem to be those which consistently and over a period of time have put study and good hard work into the job of deserving public appreciation.

I have used the word "appreciation"

I have used the word "appreciation" advisedly. Webster's Dictionary defines the word to mean, "to esteem to the full worth." I think that all the implications of this definition apply here.

One of the first considerations is, What is really the "full worth" of our particular school system? Is our current program of education or our proposed program really a sound one? Have our methods for arriving at decisions been based on sound understanding, objective interpretation, and intelligent projections into the foreseeable future? Are our professional relations, our human relations, and our business management affairs handled so that we and the community can be proud of them? Will our acts, and their results stand up under critical public study?

If our district is not furnishing a solid program of education, and if its professional, economic, and operating affairs are not being soundly administered; the first thing that we have to do is to get these things fixed. Only then can we afford to go to work to achieve a greater public understanding and hopefully, a greater public "appreciation" of the school system.

#### **Build Confidence Early**

Ideally it is necessary to start winning public support for school bond issues and

<sup>3</sup>This paper formed the substance of an address before the Central New York School Boards Institute, Syracuse, March 25, 1954.

other school programs ten years before a given proposal is to be submitted to the people. This has to be done by seeing to it that every act of the board, the administration, and all other members of the school organization will deserve public approbation.

One of the primary objectives of longrange efforts to this end must necessarily be to build public confidence in the board of education and its administrative staff. The board members must earn a reputation for devotion to the cause of education. The people must learn that the board is judging problems of education with the single criterion in mind of what is best for the children and for the district. The board must earn the confidence of the people as a board and as individual members, for ability, sincerity, and sound judgment, They must not permit anyone to feel that the board favors individual blocs in the community, pressure groups, especial economic levels, or the different geographic sections of the district.

The board must earn the acceptance of its leadership in the educational affairs of the district. It is here that many boards fall down.

The people in every community want to look to their board of education for leadership. They want to feel that their board has given time and sincere thought to every problem of the district, has obtained professional and other advice where it is desirable and useful, and is in position to make mature recommendations on any problem of education, large or small.

An army cannot be run without a general staff to make the major plans or without strong commanders in the field to carry out these plans. Some privates and even some officers will do a bit of griping now and then, but when the facts are considered, every soldier looks to those in authority for knowledge, understanding, and strong, positive leadership.

The same is true in business. Every employee can tell how a company ought to be run in spite of the fact that the board of directors and the elected officers are those charged with the responsibility for leadership. Nevertheless, employees in any organization look to the directors and officers for corporate leadership and would be the first to complain or desert the organization if the leadership were to degenerate into vacillation or weakness.

#### Cannot Lose Leadership

Some school boards, I think, through accident or for other reason abdicate their position of leadership. They permit others to usurp the responsibilities which not only are the board's morally, but which legally the board cannot delegate or abrogate or permit to be taken over by others.

If the board is to lead, it must know all the facts; it must carefully evaluate and apply the facts to the problems of planning for the school district. The board must have a sound program, and the willingness and courage continuously to keep it before the people.

Here is the key: We must have a continuous, long-range program of informing the people of the community. This may take many forms, including a continuing effort to create opportunities through which people can inform themselves.

One of the important ways of accomplishing this is by encouraging people to attend the regular meetings of the board, and within limits to participate in an organized way. This is an unbeatable means for creating confidence in the board and its acts. This will help community thought leaders especially to gain an understanding of the problems of the district and of the means taken to meet them.

Some districts develop a list of interested people and mail to these the meetings' notices which are sent to board members. It is important to invite people to routine meetings at which ordinary school business is conducted rather than have them descend upon the board only when some negative problem arises or when some controversial issue is to be aired.

These invitations by all means should include the press. Editors and reporters are interested citizens with special influence on the community. They react favorably to the things they can thoroughly understand if these things are right. When they receive partial or slanted information, or no information at all, the worst can be expected and usually happens. However, when the board members know the good people of the press, these almost without exception react to fair, frank, and sincere treatment.

When large numbers of people attend the board meetings these have to be well organized and efficiently conducted. It is desirable to have a list of the agenda for each visitor, complete with all the appropriate attachments, including the financial reports, the superintendent's report, a maintenance report, and copies of any critical correspondence useful in understanding important problems.

It is a good idea to organize things so

that visitors may participate under proper conditions, and at a proper time in the board meetings. This can be done in several ways. The board can ask individuals from the group for their opinions on a subject before the board, or for comments and suggestions. It is particularly desirable to develop public participation on noncontroversial matters, and on matters on which expert opinion is useful and available. Of course, anyone who comes to a meeting with a problem should be heard and answered, immediately if possible.

#### Unwise Secrecy

What about executive sessions? There will always be subjects that should be discussed in private. These usually are matters where personalities or reputations are involved, or where the economic position of the district would be harmed by premature public disclosure. The decisions arrived at during executive sessions will be made public when the minutes of the session are read. The details and the discussions that lead up to a decision usually must be kept confidential. Tell people what you are going to discuss privately, and why. Don't make a mystery out of it.

It is important for board members at a widely attended public meeting to keep in mind the position of the board as a body, and to refrain from efforts at personal aggrandizement or petty pandering to local politics. If members of the board are really devoted to the purposes of education, and have achieved the team spirit, this will not be a problem.

Another thing that is important in a continuous program of public information is the mailing of reports, booklets, newsletters, and similar things when occasion reports to those interested in the schools.

permits to those interested in the schools. A mailing list can be set up on address stencils and kept up to date. This can be very useful and helpful. Such a list can be made up of parents, people who register for or vote at school elections, the officers and committee chairmen, and even members of local organizations, professional people, the political officeholders, including members of the local political party committees, and any thought leaders or others who have an interest in civic affairs. The development and the maintenance of such a list is much easier than it sounds.

The school district's annual report can be a most important item for such a mailing. When it is to be used, it should be prepared with the fact in mind that it has this purpose in addition to the stated legal ones. Other communications including announcements of adult school programs, health programs, and many other things that will suggest themselves are useful in this area. With a mailing list available announcements on special projects can be quickly put into the hands of interested people.

The reputation of the board and the professional staff can be helped or badly harmed by word of mouth publicity on little simple things. Any complaint made to the board or the administrative staff should be investigated and receive a prompt answer. This will get pretty tiresome at times. It must be remembered that no matter how many such incidents

are handled each one is of major importance to the person who complains. Nothing is worse than to have people say that they put a matter before the board and that was the last they heard about it.

#### Complaints Through Channels

Some consideration should be given here to the matter of protocol. If a complaint is addressed to the president of the board, the acknowledgment should be signed by the president. If he is not the person actually to answer the question, or if the matter requires staff investigation, the president should acknowledge the letter and tell the inquirer that he will hear further from an appropriate person. A letter addressed simply to the board should be acknowledged by the clerk or by another board officer. Letters to the superintendent should have an acknowledgment from him even though he refers the question for investigation and reply to a subordinate.

Telephone inquiries to a member of the board deserve a reply by the board member. He should make it clear, however, that he must investigate the problem with the superintendent, or with other people. If a matter of policy is involved he should not answer until he is sure the policy reflects the group thinking of the board.

These things may appear little and seem to have no bearing on the subject of public appreciation. They are not little. They represent the way you make friends for the school system. Every good salesman knows that more long-term customers are made by the satisfactory handling of complaints than by almost any other means.

Participation by the administrative staff and teachers in civic activities can do a great deal toward better understanding of the school system. Professional people usually are flattered to be asked to represent the schools in civic affairs. This presumes that the schools have a happy staff which is fired with team spirit and which itself thoroughly understands the district's policies, practices, and future plans.

The understanding and participation of students in school is important. Invite the officers of the student organizations, the social studies classes, the business administration classes, and others to attend board meetings. In their attitude toward the schools, the boys and girls in school have an important influence on their parents and on many other people in the community.

If the district operates an effective adult education program, this is a major channel through which public appreciation can be achieved. Everyone who gets into the schools and becomes acquainted with teachers and administrative people feels that he knows more about the system than someone who is not a student. These people also can be handed reports or other communications available for people in the district

#### Lay Advisory Committees

Lay advisory committees can be of real assistance on many school problems when their duties are sharply defined and the term of service is prescribed. When they get out of hand and become pressure groups, and thus begin to usurp the responsibilities of the board, some sad situations can develop.

Lay advisory committees can gather information, furnish counsel on special problems, or offer promotional assistance. The best results can be had by giving a lay committee one well-defined responsibility at a time.

In some districts effective counsel and help have been obtained unofficially by making the officers of all civic groups in the community a sort of a general advisory committee to be called together whenever a problem requiring information or aid is imminent. In such a group each person's membership is contingent upon his office in his own organization. This scheme gives the school board continuous contact with the people currently active in the local civic groups.

All these things are matters of continuous public impact. They have to be done well in order to create an atmosphere in which a new program can grow and develop. But what special things should be done when the big event bears down upon the school board?

It is important not to try to do a job all at once. Ideas take time to germinate and sprout and grow. People need to get used to the idea that something has got to be done before they are ready to take action.

The earlier the idea is planted that one of these days a new school will be needed, the more time can be used to get people used to the idea. After people have generally accepted the basic premise, they can be told what has to be done and when, and how much it will cost. If these thoughts can be fed out one at a time so much the better.

The first thing the board must do is to be sure it has all the facts. It is unwise to ask support for a foregone conclusion; the facts must be dug into calmly and coldly to find exactly what they are. The board and the administration must get together to understand the facts and to decide what ought to be done about them. This sounds a little obvious. However, a good many programs have been wrecked because the board members did not take the time to come to complete enthusiastic agreement among themselves before going to the public.

The board must face the facts squarely and with courage. There is no use trying to evade an issue and hope that if it is ignored long enough it will just go away. Think of the children. Every one of them has only one life to live, and deficiencies in his educational opportunities at any age conceivably might affect his entire life.

When a decision has been made, don't apologize, don't go on the defensive, and don't try to sugar-coat a bitter pill. Tell the people frankly and honestly what they have got to have to educate their children. Tell them what it is going to cost, and who is going to have to pay for it.

#### Hold Positive Leadership

Take leadership in your community and hold it. This leadership must not be arbitrary or dictatorial, but confident, based upon all possibilities, and a firm conviction of the soundness of your position. Then the information can be poured into the channels of communication to the people. It can be done by face-to-face contacts, with people singly and in groups. It is better to appear before civic organizations at their own meetings, and on their own grounds, than to call unwieldly mass meetings that are likely to get out of hand, or get off the subject. Get the local signainter to make up big charts, or diagrams or simplified plans. Make your talks frank, simple, and short. Be sure to answer all the questions. Keep the newspapers advised and get on the radio stations if possible.

What about booklets? As many bond issues have been lost by fancy, slick-paper booklets as have been favorably influenced by them. The board's reputation for economy and careful spending can be harmed by the very magnificence of a printed piece. If a booklet is indicated, it should be obviously economical in form, and should neither undersell nor oversell the

proposal. Probably as effective as a booklet is a simple 8 by 10-inch photolitho reproduction of the architect's perspective and plans placed in the hands of key people.

#### A Promotional Team

If a canvassing team organization can be built up through the parent-teacher associations, the civic groups, and other friends of the schools, this is a splendid way to reach people in general. Members of such a promotion team can be furnished with a mimeographed fact sheet once or twice a week. When such a current fact and suggestion sheet is made available, rebuttal arguments can be given to any attacks and objections that come directly or over the grapevine. This is very important.

The promotion team can also help on the telephone and in other ways to get people to register and can then help to get those who have registered actually out to vote.

It is amazing how happy many people

are to help the school system with a major project and what a deep personal interest they take in the project after having worked on it. When the school board has carried an issue and an opportunity comes to let some of these good people stand up in public and take a bow, or turn a shovelful of earth, or get their names on a program, or get a mention in the papers, it helps advance the next big proposal which comes along, and also in the continuous program we talked about above.

All these ideas can be summed up in a short statement:

To gain public appreciation for the schools we, as board members, must be:

- positive in our knowledge and understanding of the facts

 objective and thorough in the use of facts to arrive at sound conclusions

confident in the board's mature judgment
 courageous in the exercise of leadership
 tireless and patient in our efforts to bring about understanding with all of our citizens.

#### Effective School Insurance

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Many dangers exist in the administration of a school insurance program and several of these were emphasized in a recent study made of the school insurance practices in a midwestern state. It is imperative that a school board be cognizant of these pitfalls because to the board's keeping is entrusted the largest investment and business of the community. Occupying this position of trust, the problem of adequately protecting the community's investment rests directly on the shoulders of the members. Most of the taxpayers do not realize the scope of this responsibility, and thus it behooves the board members and the administrative personnel of the school to avail themselves of the knowledge and the information necessary to correctly and effectively administer the insurance program.

As a precaution against some of the dangers that might confront a school board in buying the insurance coverage there are a few basic principles that should be considered and the insurance program evaluated in the light of these principles. Briefly, these are:

- 1. There should be a centralization of responsibility.
- 2. The program should have a scientific basis; by this is meant that the whole busi-

ness should be administered in such a manner that the probability of error in matters pertaining to insurance is reduced to a minimum.

- 3. The program should be prudent.
- 4. It should be legal in all aspects.
- And 5. It should be capable of evaluation.

#### Control of Insurance

Each of the above principles has a significance to the school board and its individual members. The responsibility and control of the program should be centralized in one person in the interest of efficiency. This does not mean that the school board can evade its responsibility, for legally it is the responsible party. With this in mind, the board should choose a responsible, well-informed person to administer the program. This person may be a member of the school board, the school superintendent, the business manager, an insurance broker, or some other interested, well-informed person. This should not be left to chance, but an explicit definition of control should be made. with authority granted to that person except in instances where the school board's action is necessary.

The program should be on a scientific basis throughout. Such things as the ap-

praisal of buildings and contents, depreciation, and protection against loss would fall into this category. In practice, the program must be logical, well planned, and intelligently administered.

Prudence in managing the program is of prime concern to the school board, as it is in the best interest of the community to get as much value as possible for their education dollars. In this light, the effectiveness of the insurance program might be measured by the adequacy of the protection compared to the actual cost of this protection.

The insurance plan and procedures of a school system should be examined in the light of existing laws. Answers to questions of the following nature should be determined: Is this expenditure of funds authorized? Is the school paying for protection in areas where it has no responsibility? Is the amount of motor vehicle insurance in line with the amounts prescribed by law, if they are prescribed?

#### Good Records Needed

Finally, the program must be evaluable and some system adopted whereby, with a minimum of effort, such things as the policies carried, the amounts of insurance, the dates of issuance and expiration, premiums and when they are due, legal descriptions and locations of the property insured, and any other data that might be required in case of loss can be determined.

There are three major areas of insurance

as applied to the public schools. These areas are (a) fire and extended coverage on the property owned by the school district, (b) motor vehicle insurance on the vehicles, and (c) liability insurance on the students and employees. These three fields present varied and troublesome problems.

There are several ways that protection may be effected in the area of fire and extended coverage insurance. In any case, protection of the investment is of major concern and the type of insurance that best affords this should be employed. Prevention of loss is always the best kind of protection, but even with precautions a few losses are not preventable.

No-insurance and self-insurance are the methods of schools assuming their own risks. These methods are probably not applicable to the smaller school systems where the chance of losing the entire plant or an important part of the school building at one time is rather high. In other school systems where there is a large evaluation and the risks are well scattered, self-insurance may be the least costly kind of protection. Self-insurance does not imply merely dropping all insurance policies and taking a chance on no loss but, rather, a well-planned, intelligent system of building up a reserve to cover replacement costs in case of loss.

#### Where Place Insurance?

State insurance has been practiced in some states and seems to be satisfactory where used. The plan of state insurance is for the schools to pay into a fund an amount comparable to that of the insurance cost in private companies until the fund is large enough to assume the risk of loss. The payments may then be decreased. This method is excellent when the fund has become large enough to carry the risk. However, in the early stages of this plan, where the fund is small, several large losses might be catastrophic.

Insurance in private companies is the practice most generally used and while, in practice, it is more expensive than some of the others, if intelligently handled, it gives adequate protection. In this type of insurance, the company, for a stipulated sum of money, payable for a set period of time, agrees to assume the risk of financial loss up to a certain specified amount. This does not eliminate all risk but gives protection against financial loss. The insurance policy of a private company is the contract between the insurer and the insured and as such should be clearly understood. To eliminate confusion concerning the policy, it would be wise to use a standard form policy, such as the New York Standard Policy.

There are several ways of effecting economies in the fire insurance program even though the rates are set by a state or regional rating organization. Credits may be

obtained for eliminating hazards or providing better protection. The cost of the insurance may be lowered by purchasing the policies for three- or five-year terms. Coinsurance is a means of obtaining greatly reduced rates and should be considered by all schools. Insurable value, being the basis for the insurance on the property, should be carefully computed. Under-insurance is prevalent today due to increased construction costs, and schools, in many cases, are not making the necessary changes in their insurance necessary to cover higher insurable values. Extended coverage is available in connection with most fire insurance policies, and in view of the broader protection and the low cost it seems advisable to carry it. Boiler insurance, where applicable, is valuable not only as an insurance against explosion, but also because of the inspection service that is furnished in connection with it. For the inspection service alone. boiler insurance might be a wise investment,

#### Motor Vehicle Risks

In the area of motor vehicle insurance, the state may prescribe what is required and if this is the case, the laws should be diligently followed. There are, however, methods of lowering the insurance premiums even though the amounts are prescribed by law. One of the most effective methods is the use of fleet insurance if enough vehicles are owned by the school; generally the minimum requirement is five vehicles. With the increase of driver training education, care should be taken in matters of insurance on the vehicles used in this course. With respect to all motor vehicles a careful study should be made of the uses of the vehicles with respect to the coverage of the insurance policy. The insurance may not cover the vehicle when used for purposes other than the transportation of the pupils to and from school or driver education classes. If the vehicles are to be used for other purposes, the insurance policies should be written so that the vehicles are covered in these other functions. In connection with motor vehicle insurance, if liability is not imposed on the school system by law, it might be well to have an endorsement to the effect that the insurer agrees not to resort to the immunity of the school system as a defense in case of litigation. The best protection which the school system can have is the prevention of accidents; however, accidents may happen even if precautions are taken. In case of an accident the school system should have the necessary protection to take care of each case in compliance with the laws of the state.

#### Insuring the Children

In the other major field of insurance liability, the educators and the schools have a great responsibility. This responsibility is to the children of school age. It includes

not only the educative processes but also making these processes as safe physically, as possible. In some states this responsibility is purely moral, but in others it is also legal, as the school system or the educator may be held responsible by the courts for any injury sustained by a student or visitor on the school premises. Until recent years, the schools could rely on the general rule of immunity of school systems, which guarantees their immunity from liability in case of injuries sustained on school property. Recently, this immunity is being lost either voluntarily or by statutes holding the schools liable. If liability insurance is desired, it should first be ascertanied to what extent the school is liable, and second, if the expenditure of funds for this purpose is authorized. In the case of employees of the school system, there is usually no problem except that of complying with the Workmen's Compensation Law. This coverage is required of most schools.

In all the major areas of insurance there are methods of obtaining better protection. in many cases at a lower cost than presently employed. According to all indications, the prime concern should be one of systematizing the program, rather than letting it become haphazard. This would require a person who is cognizant of the problems and pitfalls of insurance, and granting him the authority and giving him aid in putting the program on a sound basis. As a protection for the community's investment there is no substitute for a good insurance program. A prerequisite of a good insurance program is sound, intelligent planning and administration. One of the prime concerns of the school board should be to obtain the most for the education dollars of the community and this should include adequate protection of the property and equipment investment.

In most cases the insurance program should be carefully scrutinized to ascertain if it is performing the required function, and if not, immediate changes should be effected to enable the program to give the taxpayers adequate protection.

#### ADULT EDUCATION

Behind adult education is a philosophy which is perennially radical, because it states that the average man is educable, that he has rights, that when educated he can be trusted to exercise those rights. But when you teach people to think, who can tell what they will think? No one, least of all those in power. That is what terrifies some people.

The philosophy behind adult education is the philosophy of the Declaration of Independence, which sets up infinite goals and exhorts man to seek them. When revolutions less limited in concept and faith have run their courses to become in turn the enemies of change, the democratic philosophy is as explosive as ever. -R. J. Blakely.

#### **Reducing Costs for School Construction** Without Jeopardizing the Curriculum

HENRY H. LINN, Ph.D.\*

#### Architectural Planning

The architect occupies a strategic spot in the school building project as he is the person responsible for developing the design, outlining the plans, determining the methods of construction, and specifying the materials to be used. He may assist in reducing costs by designing and planning which will reduce the cubage in the structure, for all other things being equal, a reduction in cubage may be expected to result in a reduction in cost.

Attic and basement spaces often represent a substantial amount of cubage and waste, as do overly wide and long corridors,

or single-loaded corridors.

Unnecessarily high ceilings result in added cubage. As pointed out earlier, in some cases, school building codes require a ceiling higher than needed, but in many states, the architects have some choice. Certainly, a strong case can be made for classroom ceilings no higher than nine feet, on the average, and there have been school buildings erected with ceilings less than eight feet high. Some consideration may have to be given to the installation of lighting fixtures, however, if there is to be good distribution of artificial light with these low

Gymnasium ceilings do not have to be 24 feet high just because basketball coaches favor this dimension. Good basketball today does not call for a high ceiling to permit a high, long distance loop shot at the basket.

Is it necessary to build a high ceiling over a school stage just because professional theatrical producers make a case for it in the professional theater? And must there be balconies and high ceilings in auditoriums, both of which add substantially to the cubage? Must libraries, dining rooms, and shops have high ceilings to provide aesthetic proportions just because the room spaces are larger? No doubt, in some individual cases, the answer to these questions would be in the affirmative, but certainly not in all.

There is some argument as to whether one-story or multi-story buildings are more economical to construct. Where land is limited and very expensive, a single-story building, unless quite small, can scarcely be

justified. With ample low-cost land available, the one-story building may prove more economical. While it is true that a multistory structure has less roof and may have foundation, it must have stair wells which occupy space for no purpose other than vertical circulation. A single stair well in a two-story building occupies space the equivalent to two thirds of an average classroom, and there must be at least two stair wells, even in the small school building. If there are to be toilet facilities for both sexes on each floor level, the plumbing in a multi-story building may be more costly than in a one-story building. On the other hand, there may be some reduction in heating-system costs in the multi-story plant. Perhaps the most important cost factor favoring the one-story structure is that there is less need for fire-resistive construction to provide safety for occupants.

The shape of a building has a bearing on costs. A reduction in the perimeter should accompany a reduction in cubage, all other things being equal. A classroom 20 feet wide and 45 feet long has 900 square feet of floor area and 130 lineal feet of wall. A room 30 by 30 also has 900 square feet of floor area, but only 120 lineal feet of wall. If the classrooms are located on corridors, there will be more corridor space required for the longer rooms. On the other hand, there may be some additional cost to care for the roof over the wider room span.

In general, exterior walls should be simple and straight, with a minimum of jogs, offsets, recesses, and corners, all of which add to the construction cost.

Some of the attempts at ornamentation of the exterior of a building are relatively expensive, and are not always attractive. Among the items that may be questioned from the standpoint of cost are ornamental columns, tall or bulky chimneys, parapet walls with expensive copings, extra belt corners, buttresses, quoins, arches, placque inserts, intricate patterns of brick and masonry, and high pitched roofs with towers, steeples, domes, cupolas, and dormers.

#### IV. CONSTRUCTION DETAILS

There are honest differences of opinion regarding the most appropriate and economical methods and materials to be used in school building construction. There will be some variances due to the accessibility to materials in various regions and localities, and some due to economic conditions.

We are all familiar with the steel shortage only a few months ago, at which time wood and reinforced concrete seemed more appropriate than steel for heavy framing. But conditions may have changed recently in some regions so there should be no closed minds on the subject.

The floors of a one-story building may be formed by pouring a properly insulated concrete slab on the ground, if soil and grade conditions permit, and then laying an asphalt tile covering on the slab. The %-inch tile is more economical in first cost than the 3/16-inch tile, although it may wear down sooner. Under extreme pressure for economy, the asphalt tile could be omitted. If the concrete is properly troweled and later hardened and treated with a floor seal, the subsequent floor cleaning is simplified although the appearance of the floor leaves much to be desired aesthetically.

Dry-wall construction, consisting of composition or gypsum boards, or wood boards or panels, nailed to wood studs, may prove reasonably satisfactory for interior parti-tions, if sound transmission does not become a problem. Light aggregate cinder and concrete blocks also may be used for interior walls and as backing for exterior walls. If the blocks are selected and laid with care, there may be no need for plastering the walls, thus resulting in some economy. On the other hand, I have figures on alternate prices in actual bids which indicate that the omission of plastering does not result in exorbitant savings. My figures indicate that the savings generally range from about \$75 to \$400 per class-

The underside of the roof laid on joists may serve as a ceiling in some regions, as the joists may be left exposed, if the building code permits.

In new construction, it may be possible to install acoustical tile on the ceiling without a base of lath and plaster or plasterboard, again if the code permits.

Cane-fiber acoustical tile is more economical in first cost than the mineral or metal pan type of tile, but in some cases will call for a higher fire-insurance premium rate.

There are some low-cost chalk boards of composition materials that may be used for bulletin-board purposes, although they are less satisfactory than cork. We have used a dyed burlap pasted on such cheap com-position board in our institution, thus adding to the decorative scheme at the same time.

A two-coat interior paint job may prove acceptable with the use of some of the better latex or emulsified resin casein paints, and even some of the oil paints. I was amazed, recently, in reviewing an architect's specifications for painting, to learn that he was calling for a coat of glue size and three coats of oil paint for interior walls, plus two additional coats of enamel for toilet rooms, and corridor wainscots, much the same as he did at least 30 years ago.

The need for picture molding in a school is questionable. There is little need for fancy ornate trim in a classroom. Some chalk board has been installed with only a chalk tray and no further frame.

A slight, sloping roof, with an overhang,

<sup>\*</sup>Dr. Linn, who is Professor of Education at Teachers College, Columbia University, New York, read this paper before a group meeting at the Atlantic City Convention of the AASA, February 16, 1954.

may eliminate the need for eaves, gutters. and downspouts to carry off the rain water.

#### V. ENGINEERING ASPECTS

Because engineering is a technical subject with which the average layman is not acquainted, and sometimes architects too, the engineers employed to develop layouts and specifications for heating, ventilating, plumbing, and electrical services in schools have had a pretty free hand to do about as they wished. In my opinion, it is about time that we call a halt to this freedom and challenge some of their proposals. This is particularly important at this time when the bids on new structures show that these mechanical services are accounting for a larger portion of the total cost than was

formerly the case.

It is understandable that the engineers who have been trained to be prudent and to play safe in their designing, are attempting to carry out their concept of what prudence, safety, and service require in a school building. I do not for a single moment suggest that we plan and build structures that are unsafe for the occupants. Not at all. But I am raising the question as to how large a service factor we should have to provide. Can we not take some calculated risks as we have to do in everyday life? Despite the fact that car accidents occur every day, I doubt if there is a professional man who does not make some frequent use of an automobile. And facetiously, although the evidence clearly shows that more people die in bed than anywhere else, the vast majority of us go to bed at least once every 24 hours. We all have to take some chances.

I am of the opinion, furthermore, that at least some of the engineers are becoming gadgeteers. That too is understandable. One has only to watch fathers assemble and run the miniature railroad or mechano outfits they give their young sons at Christmas to realize how many gadgeteers there are in the country, at least some of whom tend to think like Rube Goldberg.

In my opinion, many engineers who are laying out the heating and ventilating systems for our schools, are overloading or providing more equipment than is really necessary, although admittedly they are thinking of the desirable situation. It is quite common for them to provide more heating plant capacity than is needed at any one time so that there may be spare capacity in the event some piece of equipment temporarily will be out of order.

And the capacity is based on a very low regional temperature level that is more likely to be reached at night than during the daytime when school is in session. Suppose that for a very brief period a cold spell does develop which calls for more heat than the heating plant can produce if every area in the school is to be comfortable. Generally, a school building has one or more quite large spaces, such as an auditorium or gymnasium, that would not have to be fully heated during a temporary emergency, while the classrooms otherwise were comfortable. We can take such a calculated risk.

There are many schools in which an excess number of steam or hot water radi-

ators have been installed. In theory, the placement and installation may be deemed proper. In actual practice, the radiators are not being used.

It seems to be quite common, especially in the northeastern states, for the engineers to want to install dual equipment such as motor-driven compressors, vacuum pumps. sump pumps, etc. Again, this desire to provide the spare equipment - just in case is understandable. But can we not take some calculated risk? And how far shall we go in providing this dual mechanism? I think the height of absurdity was reached in a New Jersey school building where the engineer located a toilet stool in the boiler room for the use of the custodian. Since the sewer drain outlet level was higher than the floor level, the engineer called for a small, electric-driven ejector to lift the refuse from the toilet-stool receiving chamber up to the sewer outlet level. But the ultracautious engineer, viewing with alarm the highly improbable pestilence that might ensue if the pump temporarily should fail to operate for some reason or another, did what to him was the conventional thinghe called for the installation of a duplex pump. Now I ask you, how silly can we get spending the taxpayer's money

In some cases, at least, more elaborate mechanical ventilating systems are installed than should be necessary. Window gravity ventilation may be entirely acceptable in

some warm parts of the nation.

Automatic temperature control is most convenient and desirable, but it does cost money and is an item that ought to be curtailed only under extreme pressure for economy. Instead of providing such automatic control for each individual classroom or major area in a school, for instance, zone control may be provided; and it is even possible to omit the automatic mechanism entirely and depend on manual adjustment. Some engineers are advocating the use of dual temperature control for and night adjustments; and again. while this is very nice, it is not cheap and also is not essential. I have seen installations so elaborate that even ordinary storerooms were equipped with thermostats, and one may question the need of such refine-

Electric provisions for artificial lighting are quite common in schools, but in some cases, at least, the installations appear to be unreasonably elaborate, either with the type of fixture or the number, or both. Incandescent fixtures, as a rule, cost less than fluorescent fixtures and may prove entirely satisfactory. On the other hand, the fluorescent lamps produce more illumination for the energy used and, therefore, the more expensive first cost of installation for the fluorescent fixtures may prove to be good long-term economy. This would be true, particularly for classrooms and other areas in which the artificial lighting is operated for relatively long periods. The cheaper incandescent fixtures may be installed in areas where lights are used inter-mittently and for relatively short periods. Where the cost per unit energy is very low, it may be more sensible to buy the cheaper fixtures and pay a higher operating charge. For general classroom use, one may question the need for a level of illumination higher than 30 foot-candles at

the working level. It is appropriate to suggest that in the planning of school buildings, consideration be given to a design which will provide good daylighting, thus reducing the need for artificial lighting provisions

Lighting the auditorium and stage presents a number of problems. It is understandable that architects may want to give some special treatment to the auditorium to make it attractive to citizens who visit the school, but one may question how elaborate this must be to suit their aesthetic sense

The stage presents even more unique problems. Footlights, which were quite common years ago, are not considered to be essential now. And one may question how many border and floodlights are needed as a part of the permanent stagelighting equipment. Because this area of stage equipment is rather specialized, some architects allow equipment salesmen to draw up plans and specifications, and as one can readily imagine, some of these salesmen propose a "Cadillac" layout. Schoolmen may view such proposals with skenticism

For example, in one recent job, it was specified that four 1000-watt four-color floodlights were to be recessed in the ceiling toward the front of the auditorium, each equipped with remote-control synchronized motor-operated color frames which could be operated by simply throwing a switch on the panel board on the stage. An alternate bid taken on the synchronized remote-control mechanism, exclusive of the floodlights themselves, revealed that this plush feature would cost \$1,542. Small wonder that school people are wary of suggested stage lighting and equipment layout proposals.

Electrical construction costs rise sharply when equipment is added, such as electric clock and program system, telephone system, public-address system, and fire alarm system. These need not be as elaborate as some installations appear to be and espe-

cially in small schools.

In checking electrical needs, one may also raise the question as to how many electric wall plugs and convenience outlets are needed. For some rooms, a single outlet may be adequate, although admittedly more than one might be desirable.

In the plumbing area, economy may be effected if toilet rooms are stacked, or located close together, so as to reduce the number of vents and the length of water and drain lines. The number of fixtures should be held to a reasonable minimum.

In some schools, there are separate toilet facilities for the use of adults attending evening functions, especially in connection with auditorium activities. Granted this may be desirable in many cases, what is there about school toilet rooms that should preclude parents and their children from using the same fixtures as they do at home? In other words, it may not be necessary to provide so many special toilet facilities.

May we not use more of the industrial trough type of washing facility, permitting several children to wash at the same fixture, instead of having batteries of indi-

(Concluded on page 74)



Mergenthaler Vocational-Technical High School, Baltimore, Md. - Taylor & Fisher, Architects, Baltimore

## The Mergenthaler Vocational-Technical High School in Baltimore

CHARLES W. SYLVESTER

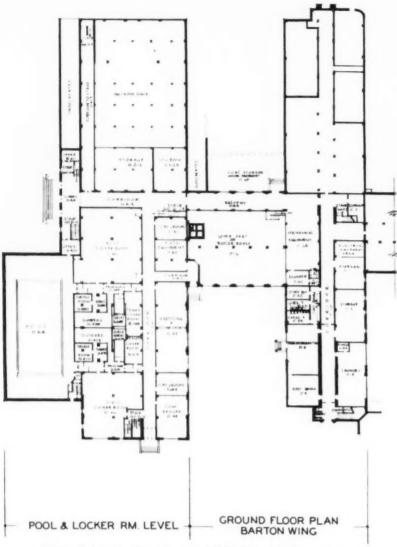
Assistant Superintendent for Vocational Education Baltimore, Md.

Vocational education in Baltimore is not new. Training for the industrial and mechanical occupations began with the opening of the Baltimore Manual Training School (now the Baltimore Polytechnic Institute) in 1884. Business education began in 1831 with the addition of bookkeeping to the curriculum of Male School No. 3. While home economics was taught in the public schools as early as 1887, trade training for girls was not provided until 1925. The present revitalized and unified vocational education program was established in 1922, although trade training for boys began in 1918 with the establishment of the Boys Vocational School following the passage of the Federal Smith-Hughes Act in 1917.

The first new school, built specifically



The sales and display room opposite the main entrance is used extensively by the art and distributive education classes.



Mergenthaler Vocational-Technical High School, Baltimore, Md. — Taylor & Fisher, Architects, Baltimore

for vocational education, is the Mergenthaler Vocational-Technical High School which was completed and occupied during the past school year. During the past third of a century vocational courses, of a great variety and at four achievement levels, have been conducted under great handicaps by having to use old, obsolete, and unsuitable traditional school buildings and shop buildings and garages. During these years much time and consideration, even dreams, have been given to the promotion of and plans for suitable and adequate vocational school buildings. The second fine building, now under construction, is the Carver Vocational-Technical High Carver School.

The Baltimore School Survey of 1920-21 included a careful study of school buildings. The survey report pointed out the deplorable condition of many school facilities, one of which was the building used for vocational education purposes. Following the survey, several bond issues were submitted to and approved by the voters of the city. In the 1939 ten million dollar school loan, three vocational school buildings were included in the list of needs. Very little progress, with the exception of planning, was made due to World War II. In the meantime, another bond issue in 1947 of \$19,000,000 included buildings for vocational schools, one of which was Mergenthaler.

The 17-acre site for the new building was purchased in 1946. The architects — Taylor and Fisher — were appointed March 4, 1947. During the next three years the architects and engineers worked with dispatch to develop and execute the extensive, intricate plans and specifications for the building, services, and appurtenances. The mechanical, electrical, and other equipment needs, together with the structural features, were far more exacting, complicated, and time consuming than

traditional high school buildings.

The ground breaking took place on October 24, 1950. The cornerstone laying was held on October 23, 1951. The building was completed in the spring of 1953 and occupied in September of that year. The dedicatory services, attended by more than 1000 persons, were held in the auditorium of the school on Sunday. January 17, 1954.

The school is located on the beautiful Hillen Road site in an attractive northeast residential section of the city. The building faces east with a good view of Lake Montebello. The grounds are bounded by three streets, and on the north by the imposing grounds, buildings, and special facilities of the Water Department. It is one of the finest schools ever built in Baltimore for boys and girls of high school age. There are larger, more costly, and more elaborate vocational schools in the United States, but none are more attractive, more spacious, or more useful for the 2000 students it serves.

The building covers an area two city blocks long and one city block wide, or about 10 acres including parking areas. Seven acres are used for athletic fields and play and recreational activities. The overall length of the building is 670 ft. and the width is 400 ft. The floor space used for instruction and related activities totals 227,035 sq. ft. Facilities include 42 classrooms and 60 shops, laboratories, and other special subject departments. Corridors. including the stairs, are more than one mile in length and a complete tour through the building, corridors, stairs, and classrooms totals more than three miles. To provide modern daylight facilities, more than 134 acres of glass have been used in windows and doors. Surrounding the building is a beautiful campus, a parking area for more than 150 cars, and the athletic fields.

The site for the school cost \$156,365.57.

The site for the school cost \$156,365.57. The building was erected by Joseph Hughes Company at a cost of \$6,188,266. Other expenditures for equipment, land-scaping, the building of athletic fields, and incidental charges brought the total cost to more than \$7,500,000. In addition to these costs, the equipment moved from the three original schools had a value of at least \$500,000. The total value of the new school and equipment is at least \$8,000,000.

#### Honoring Ottmar Mergenthaler

The new school was named in honor of Ottmar Mergenthaler, who at the height of his fame while a resident of Baltimore, invented the linotype, one of the greatest mechanical contributions to the advancement of civilization. He never learned the compositor's trade, but as a watchmaker he came to make precision measurements which prepared him for his amazing mechanical achievements.

He came to this country on October 26, 1872, at the age of 18. The son of John George Mergenthaler, a teacher, he himself rejected the teaching profession because of the very small salary. After considering cabinetmaking, carpentry, locksmith and gunsmith trades, he decided to be a machinist.

Following employment in making electrical instruments, manufacturing electrical



The administrative staff being welcomed by Charles W. Sylvester, assistant superintendent for vocational education

clocks, bells, and instruments for the U. S. Signal Corps, he became an inventor in his own right. A number of inventions received his attention, but the one which was to startle the world, the machine to set type, became a reality in 1883.

Mergenthaler had a brilliant career as an inventor and precision craftsman, but it was of comparatively short duration because of his death in 1899 at the age of 45 years. The greatest recognition of his service in Baltimore and world-wide achievements was the naming of the school in his honor.

The planning of this school required the attention, skill, and knowledge of many experienced persons. The Technical Advisory Committee of the Baltimore Association of Commerce, assisted by the professional staff of the School Department's

division of Vocational Education, made thorough studies of local needs for trained beginning workers in the local trades and business occupations. The interest of boys and girls in specific vocations was also taken into consideration.

In addition to Baltimore's experience in vocational education over the years, plans of new vocational schools in many cities were carefully scrutinized. Many features to be found in these schools were incorporated into the Mergenthaler building. A number of cities were visited by the architects, engineers, and representatives of the Division of Vocational Education. In this way it was possible to determine the types of buildings and facilities that had been found to be successful. Advice offered to the committee by administrators in these cities was very valuable.

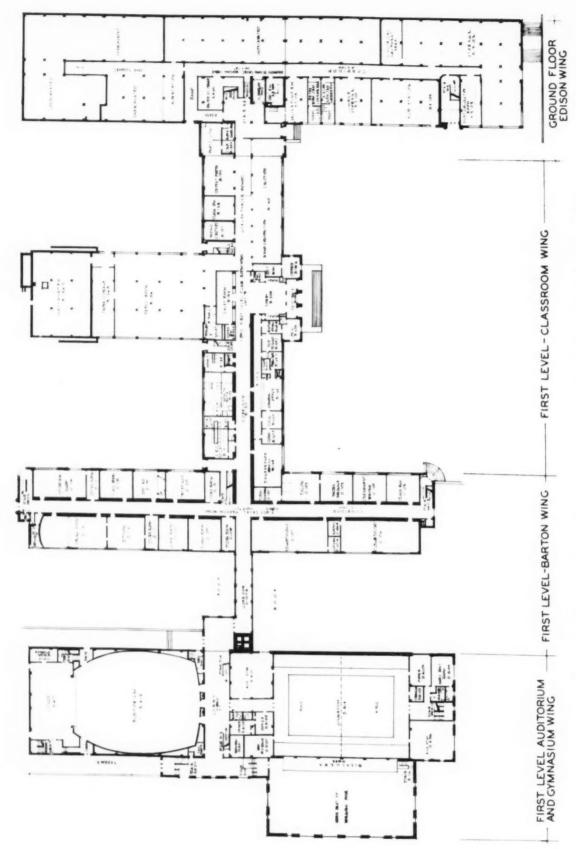
The Engineers Club of Baltimore and a number of Trade Advisory Committees gave yeoman service in assisting with the planning of the special shop facilities to the most minute and complete details. The facilities for the various courses were skillfully planned to meet specific requirements as to size, location, and services. Many vocational teachers assisted the administrative staff in developing the new facilities and in making the tentative plans, which were later placed in the hands of the architects and engineers who translated educational needs into building plans and specifications.

The building is designed in what is usually characterized as a combination, modified E and H type, with four major wings or units connected by corridors on each side of which, for the most part, are class-





Left: Boys are taught to service oil burners. Right: Expert culinary know-how is developed in this modern, commercial bake shop.



Mergenthaler Vocational-Technical High School, Baltimore, Md. — Taylor & Fisher, Architects, Baltimore

rooms, offices, toilets, rest rooms, and some minor facilities. Other lateral corridors and stairways join the main connecting corridors in providing ease of circulation to all parts of the school.

The 42 standard classrooms are 25 feet wide and from 27 to 30 feet long. A few rooms are as much as 35 feet in length. Each room is equipped with green chalk boards and cork tack boards. The floors are asphalt tile and the ceilings are acoustic material. Each room has excellent natural light and fluorescent light.

The school has the latest in classroom, laboratory, and shop equipment, and every detail is aimed at the education, training, and comfort of the students along with the ease and convenience of the faculty. The edifice is an educational masterpiece of

thoughtful planning.

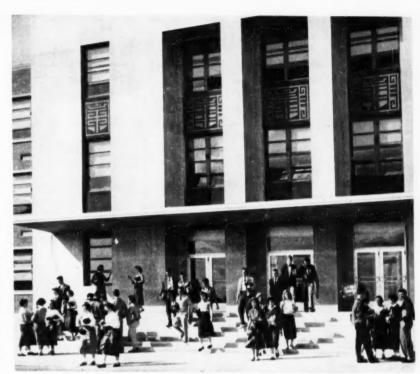
In the ten months which have elapsed since the staff and students moved into the building, all have had ample time to become acquainted with the possibilities and joys of a modern, spacious, conveniently located and well equipped vocational school. The classrooms, shops, and other facilities are tastefully and attractively decorated in soft pastel colors and equipped with the newest design and finish in furniture and equipment. From the windows the views of the beautiful suburbs, including homes, the water filtration plant with its Lake Montebello, and other buildings and beautiful lawns, afford excellent atmosphere in which to work.

#### Edison Wing

Edison Wing is a rectangular wing, three stories in height, with a full height ground floor of about half the size of



Charles W. Sylvester, assistant superintendent for vocational education and the man behind the project



The imposing main entrance

other floors. The construction is of steel and concrete. The outer walls, except for some concrete structural portions and doors, are largely glass in metal sashes. Glare-reducing blue glass on the south side of this shop wing permits operations in excellent light free from glare. The outside dimensions of the wing are 89 feet by 404 feet.

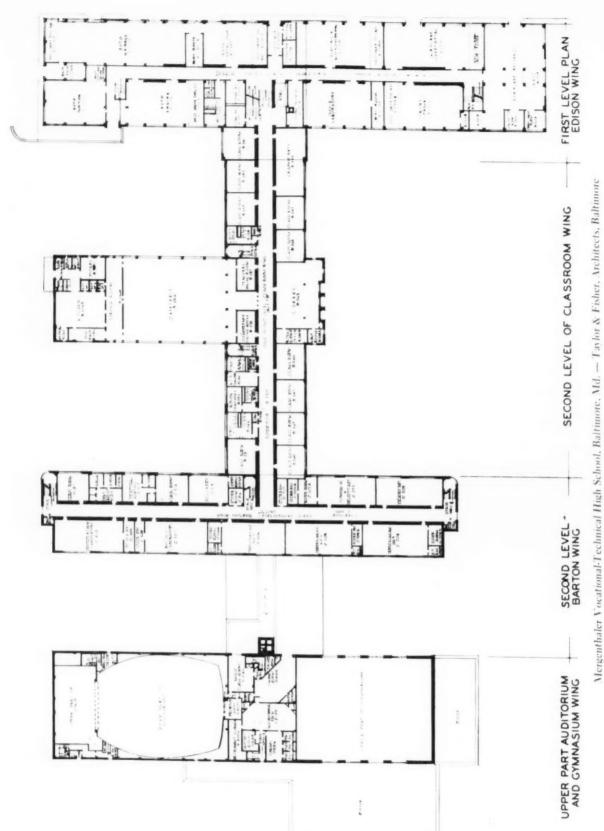
The shop wing of modern factory design and construction, contains 32 shops and laboratories, with an average size of 35 by 70 feet and 18-foot ceilings. Floors are of concrete, wood block, hard maple, wood parquet, or asphalt tile, depending upon special requirements. At the end of each shop is an open steel balcony. 10 feet wide 35 feet long, on which is located a students' conference room and instructor's office. Below are tool and storage rooms. lockers, and wash facilities. Circular or semi-circular wash fountains fitted with foot controls, spray heads, and soap dis-pensers are a part of the equipment of most shops. Each shop is provided with electric, gas, air, water, and vacuum cleaning services. Fluorescent lighting is available in addition to excellent natural light

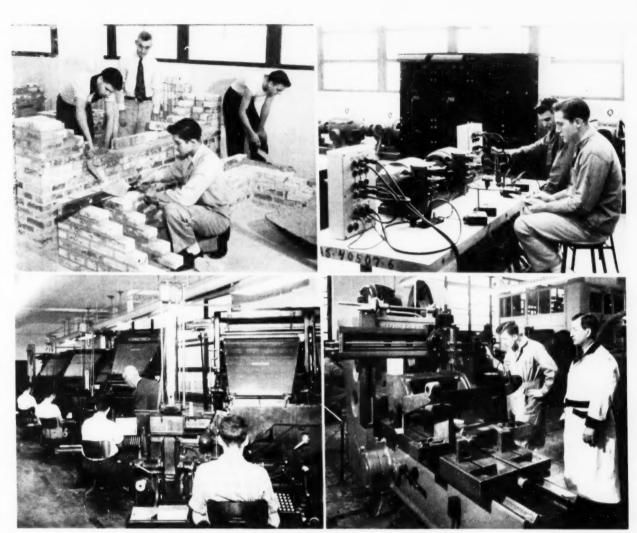
Compressed air for general use is supplied by two air compressors located in the mechanical shop building. Each compressor has a minimum capacity of 150 c.f.m. of free air suction discharging at 150 p.s.i. Each compressor is driven by a 40 h.p. induction motor. A gas storage house for oxygen and acetylene is located across the driveway from the welding shop. The two gases are piped underground to this shop.

The ground level of this unit contains the auxiliary auto shop, a room for the storage of lumber, electric substations, and rooms for mechanical, valve and pump and other operating equipment. There is also considerable general storage space.

The first level contains four shops for the automobile department. The auto service garage is 35 feet wide and 127 feet long. This shop has four hydraulic lifts, as well as other standard equipment. The other shops are 35 feet in width and vary in lengths from 50 to 55 feet. In the auto department are also shops for painting and washing and steam cleaning. On this floor are shops for electric and acetylene welding, airplane and general sheet-metal work, the trowel trades, airplane mechanics, and a science laboratory. The airplane mechanics shop is 85 feet long and 50 feet wide. The other shops and laboratories are 35 feet in width and vary in lengths from 60 to 70 feet.

The shops on the second level are of similar dimensions to those on the first floor. They include three machine shops, one of which is 50 feet in width and 85 feet in length, and is used for advanced training. The mechanical laboratory on this floor is unique in vocational schools. It has been planned and equipped to provide training in practical tests applicable to the trades and industrial occupations taught in the school. Modern equipment, including precision machines, are used by students in testing the strength, stresses, hardness, breakage, and other characteristics of materials such as bricks, concrete, wood, metals, and other items. Heat treatment of metals and the practical tests of oils and other liquids are included in the instructional units. Training is gauged to the ability of high school students and con-





Upper left: As masons, these boys will experience daily the satisfaction of working and creating with their hands. Upper right: Magic — the push-button variety — is mastered by these students of electricity, another field offering diverse opportunities. Lower left: As Linotype operators, these boys may someday be responsible for turning out the morning edition or a book-of-the-month. Lower right: Numerous opportunities are available to young men who have a basic knowledge of industrial machines.

sidered from the standpoint and needs of the mechanical craftsman. The combination wood and pattern shop occupies a space of 35 feet in width and 117 feet in length. There is a large shop, 85 feet long and 40 feet wide, for refrigeration and air conditioning. Shops for oil burner installation and maintenance and sanitation and heating are 35 feet in width and 65 and 80 feet in length respectively.

The third level of this unit contains two electric shops and an electric science laboratory, a radio service shop, three mechanical drawing rooms — one of which is used for training for employment in drafting, a shop for metal casting, a shop for sign painting, another for baking, and one for electronics. A special electrical distribution system has been provided for the electric motor shop, the electric wiring shop, and the science laboratory. These shops are similar in size to those on the second floor.

Above the third level a tower has been constructed adjacent to the elevator shaft. The two floors in this tower can be adapted for use as a radio or television station.

The Edison wing contains a freight elevator of sufficient size and capacity to move an automobile or truck. It also has a first-floor receiving room for supplies and equipment. Although this floor is indicated as the second, the north side of the floor is actually at ground level.

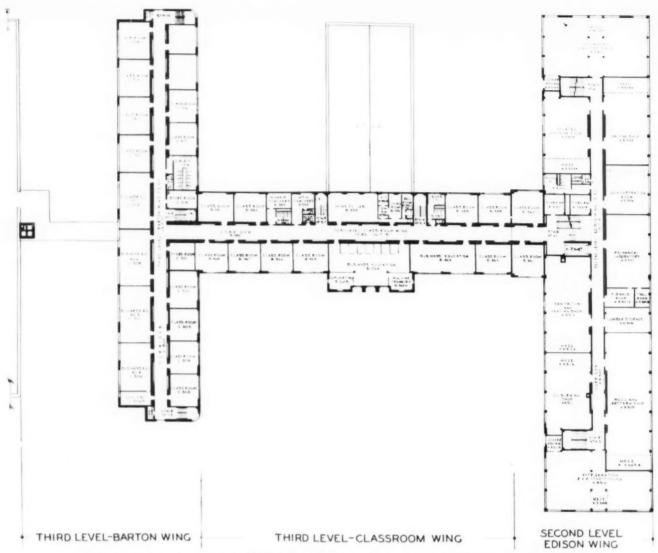
#### Classroom Unit

The Classroom Unit is T shaped, the upper part of the T being 66 feet wide and 277 feet long. The lower part of the T is 70 feet wide and 138 feet long. Main entrance doors open into a spacious and beautiful lobby. To the right and left are large display windows for continuous use in exhibiting the products of the school and other educational materials.

The arrangement and care of these windows, as well as other display windows and cases in the building, is the immediate responsibility of the art and distributive education classes.

On the first level, opposite the entrance doors, is a well appointed and appropriately designed Sales and Display Room. A limited variety of school products are sold in this store, but it serves largely as a distributive education training unit in the planning and arrangement of modern displays.

The administrative office suite is to the left of the main entrance. It includes the principal's office and waiting room, an office for each vice-principal, and two offices for vocational counselors, and the general office. There is also an adjacent conference room, seating 100 persons. Across the corridor from the offices is an automatic passenger elevator. The efficiently planned health suite is nearby.



Mergenthaler Vocational-Technical High School, Baltimore, Md. — Taylor & Fisher, Architects, Baltimore

The first level of this unit contains the printing department. There are two major shop spaces, one of which is 66 feet by 100 feet and is used for hand composition, monotype and linotype composition, lithography, and offset printing. The second space is 70 feet wide and 100 feet long. The major portion of this space is used for instruction in job, cylinder, and automatic press work, and pamphlet binding. There is a large room for paper storage. The construction of this area permits of truck delivery to the press room.

The second floor houses the cafeteria, the library, a graphic arts room, ten classrooms, and toilet facilities for girls and boys, and rest rooms for men and women teachers. The library is 35 feet wide and 65 feet long. It is attractive, well lighted, and arranged for efficient use. It has a small conference room and a serviceable repair shop and storage. It will accommodate about 100 pupils at a time. Opposite the library is the spacious cafeteria which seats 750 pupils in each of three serving

periods. The over-all size of the cafeteria wing is 70 feet wide and 160 feet long. Adjacent to the main room are two small rooms, one for teachers and the other for luncheon conference purposes. The double food counter of stainless steel is of modern design and equipment, and the well-equipped kitchen has been planned for both utilitarian and training purposes. Although this unit is on the second floor, its delivery entrance for supplies is at ground

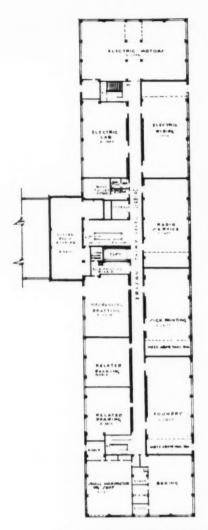
The third floor contains 11 classrooms. There is also on this floor a large room for office machines and another for business education which is set up like a business office. The home economics laboratory and a beautiful apartment on this floor are used for home economics education.

#### The Barton Girls' Unit

The Barton Wing is essentially a unit of three floors, although one third of the ground floor is excellent for the pur-

poses to which it is being used. A prekindergarten suite is housed there. Child care training is provided through the modern pre-kindergarten facilities; here 15 three- and four-year-old children are under the care and instruction of a trained teacher. High school students have an opportunity to serve as assistants to the teacher in the training program. This department has its own private entrance and appropriate facilities in a space 25 by 100 feet. It also has a specially planned and enclosed play yard for outdoor activities. The "mirropane" windows between the rest room and the activity room permit the children to be observed without the children's knowledge.

The laundry, storage rooms, and rooms for mechanical and electrical equipment for building operation are also on this floor. Adjacent is the large boiler room, two floors in height, which is used for the training of firemen and stationary engineers as well as for utilitarian purposes. The heating system includes a boiler plant



THIRD LEVEL-EDISON WING

Mergenthaler Vocational-Technical High School, Baltimore Md.—Taylor & Fisher, Architects, Baltimore





Upper: As part of the foods training course, fountain service is taught in an authentic fountain shop. Lower: The cosmotology classes appeal personally to all girls, career-wise to many.

with a main battery of three 300 h.p. stoker-fired boilers, and a 100 h.p. oil-fired boiler for duty during the nonheating season. Steam is generated and distributed at 100 p.s.i. pressure. A small amount of steam is used in the shop wing at line pressure. The bulk of the steam is used at reduced pressure of from two to five p.s.i for space heating. In the cafeteria kitchen the steam is reduced to 25 p.s.i.

The Barton wing is essentially devoted to training for occupations in which girls predominate. Some boys will be in training in the foods trades; and some in cosmetology. Quite a large number of the students in business courses are boys.

On the first floor of the unit will be found two splendid cosmetology shops for basic training. Each of these shops with storerooms is 25 feet wide and 70 feet long. This section of the first floor is used for the beauty salon, shops for facial massage and permanent waving, and one classroom.

The west end of this floor contains two rooms for distributive education, three classrooms, and a department for training in the foods trades. The fountain shop is an attractive part of this department. It occupies a space 25 feet wide by 52 feet long. The tea room and adjacent kitchen. in which food is prepared for and served to teachers and guests of the school, is 25 feet wide by 111 feet long. The dining room. which is 53 feet long, is very attractive, excellently lighted, and is paneled in genuine mahogany. One end of this room, circular in shape, is fitted with plate glass mirrors. There are also built into the corridor walls of the tea room three glass mirror-backed cases for decorative objects. The patio adjacent to the dining room, equipped with umbrellas, tables, and chairs. will be used for service in pleasant weather. Food service training for both boys and girls is thorough, practical, and extensive, The course includes the planning, purchasing, and storage of food materials; the preparation, cooking, and service of foods; and related study of foods, cooking materials, and elementary nutrition. The food laboratory in the home economics department is used for basic training. Students who select vocational courses continue their training in the Tea Room service course. This training is supplemented by planned assignments in the operation of the fountain shop. The bake shop also provides valuable instruction and the well-equipped cafeteria kitchen gives students an opportunity for training in quantity cooking and standard cafeteria service.

The second floor wing contains three dressmaking rooms, each 25 feet wide and 60 to 64 feet long. The biology laboratory and physics and chemistry laboratory occupy a space 25 by 122 feet. There are two standard classrooms and also a suite for training dental assistants, and one for practical nursing. There is a room for in-



These girls, learning the fine art of dressmaking, will be seamstresses or dress designers before incorporating their art into the role of homemakers.

struction in millinery and fine laboratories for display and related art. These shops are 72 and 52 feet in length respectively.

The third floor contains 12 standard classrooms. There are also four shop units for business, 25 feet wide and 40 to 44 feet

#### Auditorium-Gymnasium Wing

The large Auditorium-Gymnasium-Pool Wing, housing the auditorium, the gymnasium, showers, lockers, and special athletic rooms, the swimming pool and music department, can be closed off from the other wings of the building. These facilities are accessible from 35th Street and readily usable without conflict with the other administrative and educational functions of the school. The gymnasium. 85 feet wide and 110 feet long, has an electrically operated door that divides the room into two gyms, 55 by 85 feet, for separate use by boys and girls. When the door is open, the room serves as an exhibition gymnasium, seating over 800 persons. The overall size of the unit is 85 by 180 feet. Several rooms for wrestling, corrective exercises, community groups, lockers and showers for boys and girls, and an attractive swimming pool are included in this unit. The athletic fields, built at three levels due to the topography of the site, provide tennis courts, a play field for girls and a football and baseball field for boys. The pool, 35 by 75 feet, is located in a separate room adjacent to the gymnasium.

The auditorium is attractive. The stage, which is 62 feet wide and 35 feet deep, has the latest electrical and mechaniequipment. The seating part of the auditorium is barrel shaped, with excellent concealed lighting. It will seat 1040 persons. The over-all size of the auditorium wing is 85 feet wide and 140 feet long. The auditorium is separated from the gymnasium by a lobby which serves both

facilities

Facilities for the music department have been constructed on the floor above the fover to the auditorium and gymnasium in a space 55 by 85 feet. They include a choral room seating 80 and an instrumental instruction room for 60 students, three special practice rooms, and a music li-brary. The space also includes a classroom and storage rooms for instruments. uniforms, and other equipment. Sound isolation construction was used.

#### Construction Details

A number of items of equipment and building appurtenances reveal generally the excellence of the total plant. The corridor floors of Edison Wing, the floor of the laundry, and floors of corridor to stage have a special "Master Plate Green" finish. All amps and stair treads and tops of stair landings and platforms are nonslip finish. Concrete floor surfaces were treated with a surface hardener. Concrete floors resting on the ground, as in the boiler room and certain shops, are waterproofed. The floors of the prekindergarten and rest room are especially treated for warmth. Terrazzo is used generally for the floors of the lobbies, corridors, stairways, toilets, showers, and the cafeteria. Quarry tile was used in the janitor's closets, service rooms of the cafeteria, and the other food handling spaces, such as the bakery shop and cafeteria refrigerators. Metal windows are used throughout. Long continuous runs of shop windows in Edison Wing have manually operated vents. Typical classroom group windows are fitted with manually operated vents.

Asphalt tile, 9 by 9 inches in selected colors, with plain borders around all exterior walls, free standing columns, and permanent partitions were used in all classrooms and many other special rooms. The acoustical treatments include cane fiber perforated tiles in classrooms and similar spaces, and in the gymnasium and auditorium. A mineral fiber perforated tile was

used in the corridors, lobbies, sound-isolated rooms, and other places with suspended ceilings. Perforated asbestos board was used in the swimming pool and cafeteria serving room.

The chalk boards in the classrooms laboratories and other rooms are steel on which a green vitreous material has been fused. The tack boards are of green composition cork reinforced with burlap backs. Corridor type steel lockers are used throughout the building. Full length lockers are assigned to girls, while the boys use individual two-level lockers. Lockers available for students in shops and laboratories where uniforms or work garments are required. Standard type lockers are provided for pupils engaged in gymnasium and athletic activities

The building is equipped with an electric passenger elevator, an electric freight elevator, and an electric dumb waiter, and an electric ash lift. The passenger elevator has a capacity of 2500 lb. The platform is about 5 by 7 feet. The freight elevator has a capacity of 6000 lb. The dumb waiter, which carries food trucks from the ground level to the second floor, has a capacity of 500 lb. live weight. The building is equipped with two incinerators, one of 450 lb. capacity, for use in burning dry rubbish, and the other one of 90 lb, capacity for burning cafeteria rubbish. The four built-in refrigerators in the cafeteria include one each for meat, vegetables, salads, and for handling garbage

The school has a complete system of wiring for light and power from the main substation and from load center transformers. This installation includes exit and emergency light system, fire alarms, time clocks and program bell, intercommunicating system, public-address and paging, and conduit system for the C&P telephones There is also a laboratory experimental distribution for lighting fixtures. power stage lighting equipment and switchboard. roadway lighting, and the sprinkler alarm

Fire protection installations consist of automatic sprinkler systems in storerooms and above and below the stage gridiron in the auditorium. A fire stand pipe system, with hose equipment, is provided with water curtains at landings. Forty fire extinguishers are available throughout the building in shops, drafting rooms, and lab-oratories. Some of these are of a foam type, others are soda-acid, and others are CO<sup>2</sup>. There are three central vacuum cleaning systems complete with vacuum producers, separators, piping, and inlet

#### SAN ANTONIO PROGRAM

The school board of San Antonio, Tex., is completing two junior high schools, an ele-mentary school, and additions to several ele-mentary schools. A vocational department has been built as an addition to the senior high school. In addition, there are on the planning boards two additional elementary schools, an addition to the technical high school, and additions to junior high schools.

The board has begun a population study to

determine the construction date for a new senior high school, to accommodate 2000

students

#### The School Administrator as Communicator

FRANK E. RAMSEY

Chairman of English Department Cranford High School Cranford, N. J.

Any practitioner in the field of school administration knows that one of the primary principles of his profession is that a democratic procedure should be used in the solution of such problems as curriculum revision, the selection of textbooks, methods of discipline and teaching, and salary revision. Some schools have adopted this principle; others apparently have not. In any group of school administrators, one is likely to find variants, from the ardent advocate of the democratic method to the individual who has a reputation for dictator tendencies.

If one admits that this estimate of school administrators is accurate, and if one believes that the schools are the "bulwark of democracy," then one begins to feel the tremendous urgency of converting more and more administrators to the democratic way in school supervision.

#### Give and Take

Democracy, it seems to me, is a way of living, that involves "give-and-take." and give-and-take is impossible where communication is unsuccessful. In a school where the democratic method is used, the following concepts will be basic:

"There must be clear understanding of agreements and strict adherence on the part of everyone to group policies and decisions, once they are agreed upon. . democratic person: (a) respects the ideas of others; (b) is efficient, willing, and constructive in group work; (c) is tolerant; (d) is tactful; (e) is conscientious and carries his share of responsibility; (f) displays initiative in making suggestions; (g) is interested in the outcome of group work; and (h) abides by majority decisions."1

Participation, sharing, respect, tolerance, tact, initiative are impossible unless all the members of the democratic group can communicate their ideas, their attitudes, their needs to each other. Communication is limited to the degree in which the communicators and understanders agree as to the meaning of the symbols which they use. Since the school administrator is generally looked up to as the leader in a democratic school organization, his role as a communicator assumes tremendous importance.

To be successful in applying the democratic method, the school administrator must recognize, from the semantic point of view, the significance of who is communicating what for what purpose, and, the most crucial of all, the response of the understander. Since the operating of a school is a practical affair, one might well turn to a statement of Leo Nejelski on the communication of ideas. The writer suggests that "business communication is human communication in personal relations."

#### Some Warnings

He issues the following warnings:

1. Persons are rare who possess maturity and composure necessary for adequate consideration of "the motivation, capacities, and interests involved, choose the means of communication that will make . . . multiple objectives possible, and utilize the best channels with skill."

2. The communicator should make sure that his messages are not vague and ineffective. A memorandum explaining a memorandum should not be necessary.

3. In every word that is uttered, in every manner and gesture, the communicator reveals his feeling of insecurity, his feelings, and his tensions.

4. "The status of the communicator halos his communication." The communicator's selection of "wrong words or inept illustrations" may hinder the success of the message. The timing of the communication is also important.

Mr. Nejelski adds that it is dangerous to "assume greater knowledge on the part of the person to whom a communication is directed than that person possesses."

The suspicions and hostilities of the understander are significant. He is likely to interpret the communication through his

<sup>2</sup>Lyman Bryson (ed.), Communication of Id (New York: Harper and Brothers, 1948), p. 147 ff.

prejudices. When an understander can give his attention to a message objectively, more complete communication takes place and co-operation becomes possible.

The following is a set of principles which a successful communicator might well adopt in the operating of a school:

1. "For the purpose of the interchange of information, the basic symbolic act is the report of what we have seen, heard, or felt. . . . Reports adhere to the following rules: first, they are capable of verification; second, they exclude, so far as possible, judgments, inferences, and the use of 'loaded' words."

The implications of the "report" aspect of the communicative process are great in everyday experiences of a school adminis-

#### Seeing Two Sides

2. In many situations there are more than two sides to a question. The tendency to see things in terms of two values only, is called two-valued orientation. It is the application of the Aristotelian principle that everything is either A or not A. But Hayakawa shows that "many features of the democratic process presuppose the multi-valued orientation."4

3. Because many people apparently have an undue regard for words, they have developed a "habit of letting themselves be guided by words alone, rather than by the facts to which words should guide us." Many errors arise from this tendency, which is a skillful communicator must understand: "the unawareness of contexts; the tendency towards signal reactions; the confusion of levels of abstractions - of what is inside one's head with what is outside; the consciousness of similarities, but not of differences; the habit of being content to explain words by means of definitions, that is, more words."8

4. The listener or reader does not always react in the manner in which the statement-maker intended that he should react. The meaning of the statement-maker may be altered by expressions that are indefinite or meaningless, that involve over- or understatement, or that are unreliable. Of course, these distortions of communication may be attributed to the listener as well as the speaker. Indeed, clear and valid statements may be misconstrued by the listener in ways which are disruptive of communication. Many speakers feel secure because they have defined their terms - but even definitions are subject to the evaluative idiosyncrasies of listeners.6

The recognition of the role that the listener plays in the communicative process will help the administrator to better understand the reactions of his teachers to

(Concluded on page 74)

S. I. Hayakawa, Language in Action (New York: Harcourt, Brace, 1940), p. 41bid., p. 218. 41bid., p. 219.

Cf. Bryson, op. cit. p. 55.

<sup>&</sup>lt;sup>1</sup>Democracy in School Administration, National Edu-cation Association, Dec., 1948, p. 2.

## School Board Journal

A Periodical of School Administration

#### SCHOOL BOARDS AND LOCAL AUTONOMY

THE local school board is the symbol and the reality of local authority in American school administration and school policy. It is the healthiest provision of American education. It keeps educational policy close to the people in the local community; it makes it easier for the parent and citizen to convey expressions of approval, concern, or disapproval directly to the board and its members. A live local newspaper will know that the local school board does genuinely important things for the community and makes news at the meetings. This is a sound, healthful condition, let it be repeated for the community welfare.

In all organizations, one of the major problems is overhead. A potentially effective organization may be destroyed by overloaded, uninformed, misinformed, or continually interfering overhead. It may be helpful, aware of its policy function and the staff functions; it may be helpful to a local operating agency, which the local board is.

Two factors endanger the possibilities of local autonomy in education. One of them can be sensed in the extraordinary extent and character of educational literature. It contains a good deal of sense and a great deal of nonsense. Some of it is certainly inimical to the school as a specifically educational institution, rather than a general social institution for social reform or social adjustment. Educational terminology multiplies and superintendents of schools become infected with strange ideas growing out of the new, indefinite terminology. For the most part, it is the superintendent on which the board members must rely for guidance through this professional literature which is mixed up with strange brands of economic and social thinking and filled with shibboleths, and subject fashions. It is hardly ever locally made, but it is made by textbook writers, professors of education, and those perennials who guide the educational associations.

All that one can say to local boards regarding educational literature is, do not be taken in by the esoteric terminology, nor by the fact that the Joneses are doing it, or everybody is doing it. Asking questions about the meaning and application of proposals in the literature is the continuing duty of the local board members, and to remain unconvinced until convinced. The great service of local boards of education in this particular is the exercise of common sense.

The other influence on local autonomy is the overhead organization of education. As one contemplates the very much expanded state departments of education and the volumes of rules and regulations they make for the guidance or control of local boards, one becomes conscious of the possibilities for making educational straitjackets. On top of this are sometimes added intermediate boards who also have the power to make rules and regulations which have the effect of law. Typical of this difficulty are the vocational schools in the locality which will be controlled too by rules made in Washington as well as in the state capitols. And the

tendency of these administrative activities is, to borrow a phrase from educational theory, "activity leading to more activity."

Local boards will do well to review periodically their relations to administrative authority on the higher levels of the state and federal governments, and check the effects of their rules and regulations on the operation of the local community schoots.

#### SYNTHETIC REPUTATIONS IN EDUCATION

ONE of the strangest things in Education is the reputation of schools and educators. The reputations of educators, superintendents of schools, or professors of education, are easier to understand than that of institutions. A member of an educational association who attends all the conventions, and is available for any service by the clique in charge will soon find himself holding an office, and then by continued faithful attendance at the convention will find himself rising from office to office. In an active organization like the National Education Association, with plenty of money and an energetic staff, it is not very necessary to have any distinctive ideas. From the keynote address at the convention and the latest books on education, the basis for any local speeches full of the educational clichés of the year is available. The camaraderie spirit prepares for the mutual admiration societies from which the great reputations are spread. These may be based, as already indicated, on services as a convention politician on a rip-roaring speech at a meeting, or just because a man is a good fellow. It is on such bases that reputations are often made in education. These are the personal reputations.

Any board member can test himself on the reputation of the schools in his own city or county. How much do you know about what is happening from day to day in School A which you think better than School B? What is happening to children in their capacity to think or their moral character? That is the question. Are children developing mental attitudes or suffering frustration, or developing learning habits which will affect their education long after they have left the schools? Where schools accept the fashionable panacea of the moment, and blow it up by well-known conventional publicity methods, and this is reverberated at a national convention, the city has achieved its place in the sun. Hopeful board members seeking help for improving their own schools visit these cities and discover — nothing.

The point we wish to make is that most educational reputations of individuals or schools are synthetic. This is true especially in colleges where neither the president nor the dean, nor the heads of departments, visit the classes and the only other persons beside the teacher who know what has happened in the classes, are the students—and this is not the usual source of the reputation of teachers, except in a case like Billy Phelps of Yale. But to return to the synthetic character of educational reputations. The great achievement of educators and institutions should not deceive you. Distant fields are often greener. Distance lends enchantment.

Keep trying to do your job according to your best light. Be interested in new proposals, but follow the Biblical advice; Prove everything, hold fast to that which is good. Keep your school reports close to your facts, but do not hesitate to state your ideals.

Do the job nearest you which you know to be your duty, or that needs to be done, and the second duty will be clearer to you. — EDWARD A. FITZPATRICK, Ph.D.

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### School Business Administration in A

#### **BUSINESS METHODS PAY OFF**

Members of the Louisville board of educa-tion are convinced that their 1953-54 fiscal year was one of the most successful, from a financial standpoint, in the board's history. In adopting the 1953-54 budget, the board expected to wind up the year ending June 30 with an operating loss of about \$600,000. Howwith an operating loss of about \$600,000. However, the budget was underspent by about three quarters of a million dollars with a result that its surplus, instead of being reduced, was increased by \$152,000.

This was accomplished despite the pay raise of \$100 a year for nearly all of its employees and despite an increase of about 2300 children in the school system.

Superintendent Omer Carmichael, in pre-senting his report to the board, stated that "this is the most comprehensive financial report submitted to you for the operation of any school year. With the fiscal year ending June 30, 1954, the Division of Accounts and Controls has completed two years of operation under our new budgetary classifications and machine accounting. Our financial report demonstrates the success of our new program." In the report he points out that the outstanding encumbrances were decreased from a high \$610,955 on June 30, 1950 to \$67,023 as of June 30, 1954. This was interpreted to mean that the Division of Buildings and Grounds had been performing a better job of inspectport submitted to you for the operation of had been performing a better job of inspecting contract work and approving payments. Stores inventory was decreased from \$335,-548 on July 1, 1953 to \$256,936 on July 1, 1954. This most pleasing financial condition was made possible, according to Superintendent Omer Carmichael and William C. Embry, president of the board of education, by

good educational and business administration. teachers, and other employees in holding ex-penditures as low as possible consistent with good educational administration and physical plant maintenance

The Business Department of the Louisville School System was revised in 1952 after a lengthy study. Under this program an assistant superintendent in charge of business affairs was appointed, and to serve under him there were appointed a director of buildings and grounds, a director of accounts and controls, a director of purchasing and warehousing, as well as a director of personnel. Machine ac-

counting was installed.

Board President William Embry also credits of the board's financial success to the use of citizen advisory committees in the fields of purchasing, warehousing, personnel, and maintenance and operation. These four committees which spent considerable time in studying the board's operation in these fields presented some very helpful recommendations

to the board.

#### MECHANIZE PAYROLLS

The first of a series of moves to mechanize the New York City schools' payrolls went into operation with the opening of the schools in September. It is expected that the new plan will be system-wide by February, 1955.

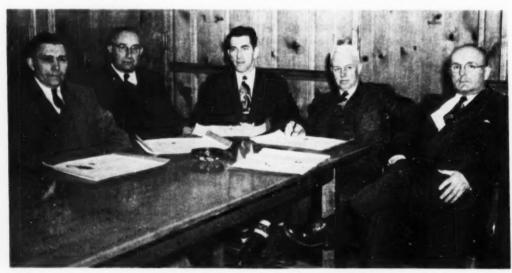
The gradual introduction of the program is intended to afford the director of business affairs an opportunity to correct any flaws which might develop. Under the mechanized system, payrolls cover the calendar month, with deductions for absence to be made for the preceding month. Formerly, the salary payments to teachers were recorded twenty days in advance of the end of the month. The plan lightens the load of school clerks and expedites the payment of substitutes' wages.

#### LONG-RANGE BUILDING **PROGRAM**

The board of education of South Beloit, Ill., Dist. No. 320 has begun plans for a long-range building program, which calls for four new school buildings within the next ten-year period. Architects Knodle and Baucom have been employed to prepare preliminary plans and specifications for an additional junior high school, to be started in 1956. Also on the planning boards are a six-room addition for the Clark School, a 10-room primary wing for the Riverview school, and a 25-room build-ing for the South Beloit section. The new school facilities are needed for a rapidly growing school population due to the expanding growth of the industrial area. The schools are facing a sharp increase in school revenues in spite of low property and personal property tax rates.

#### NEW ADMINISTRATION BUILDING

The school committee of Fall River, Mass., has come into possession of a fine three-story residence, which has been converted into a school administration building. The building, only a block from the high school, is convenient and readily adaptable for school administrative purposes. It is modern in finish ministrative purposes. It is modern in finish and attractive and the increased facilities have resulted in an increase in staff efficiency and

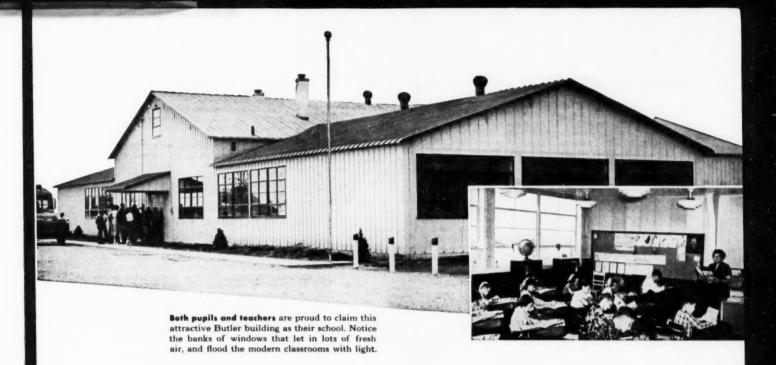


The Hyde Park, N. Y., Board of Education

The Hyde Park Board of Education has reorganized with Charles T. Overdorf as president for the school year 1954-55. Mr. Overdorf was recently elected at the annual district meeting for a five-year term of office. Other members of the Board of Education (left to right) are: August Eitzen, Charles T. Overdorf, William P. Schryver, Vinton W. Fichtel and Alan D. Macy. Mr. Macy, the retiring president, retains membership on the Board.

One of the foremost problems of the Hyde Park Board of

Education is the building expansion program. The Board plans for a bond issue vote in the very near future. This vote will be for approximately \$1,000,000 and will cover the costs of an addition to the Hyde Park village Elementary School and a new separate junior high school. The Board has been working with study committees on these projects for the past two years, and preliminary plans are in the acceptance stage. The architectural firm of Ketchum, on these projects for the past two years, and permits are in the acceptance stage. The architectural firm of Gina, and Sharp has been commissioned for these projects.



## "With BUTLER buildings and plans we got both classrooms and a community center



A dream comes true for Mr. Totel as he points out to Mr. Stakemiller and Mr. Phalen of the Mendota Building Service, how well their plans have worked out in practice.



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Says Alfred Totel, President, Wallace Township School District, Ottawa, Illinois

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#### MILWAUKEE ADOPTS NEW PUPIL REPORT

The Milwaukez board of school directors has recently accepted recommendations of a special committee which had made an extensive study of the pupils' progress reports used in grades four to twelve. Two types of report cards have been accepted for use respectively in grades four to eight and in the junior and senior high schools. The numerical marking system has been discontinued and five letter symbols have been adopted. The interpretation of the symbols is as follows:

of the symbols is as follows:

Grades Four to Six: (A) Child is making outstanding progress; does work of superior quality; (B) is making commendable progress; displays excellent effort; (C) is making good progress; works up to ability; (D) needs to improve; can do much better work with more effort; (U) is making unsatisfactory progress; displays little effort to achieve.

Grades Seven to Tuche: (A) Child is

Grades Seven to Twelve: (A) Child is making outstanding progress; displays unusual interest, originality, and initiative; does work of superior quality; (B) is making commendable progress; displays excellent effort; does very good work promptly and neatly; is developing desirable work habits; (C) is making good progress in terms of his ability; makes a response on definitely assigned work; has good study habits; (D) needs to improve; can do much better work with more effort; should improve study habits and daily work; should prepare required work with more thoroughness; (U) is making unsatisfactory progress; displays little effort to achieve; lacks interest; work is too poor to justify promotion.

The new marking system will be introduced gradually. Elementary schools will be required to use the markings beginning Sep-

tember, 1954; the junior and senior high schools have been permitted to follow one of two plans of introduction: (a) progressive, beginning with the lowest grade; (b) total introduction, beginning simultaneously in all grades.

A program for orienting not only teachers but most of all parents has been undertaken.

#### Thirteen Points

In recommending the new system the committee adopted the following 13 points as meaningful to most parents and acceptable in reporting children; progress;

reporting children's progress:

1. There is greater emphasis on reporting the growth of the whole child — physical, social, emotional, and mental aspects of his development.

The appraisal of progress is on the basis of individual growth rather than in terms of class norm.

3. School reports are more constructive.
They analyze difficulties and indicate why no
progress is being made, how progress can be
made, and what the parent can do.
4. School reports should impart a sense of

4. School reports should impart a sense of the relative values in education. 5. Reports speak the language of parents.

They are in terms the layman can understand.

6. School reports should accurately and

completely report the pupil's progress.

7. Reporting programs may vary from school to school. There is, however, a core program for a school system which is supplemented according to the teacher-pupil-parent personnel in the individual school.

8. Techniques of reporting pupil progress may vary according to the needs of the individual child. 9. Opportunities of reciprocal reporting by

parents is provided.

10. The parent-teacher conference is becoming increasingly more popular as a reporting device.

Written reports are sent home less frequently. Personal conferences and other reporting techniques are used to supplement written reports.

written reports.

12. Teachers, parents, and children have opportunity to share in the formation of the written report form.

 Experimentation is encouraged to determine the most workable means of reporting pupil progress.

#### TEACHING COMMUNISM OPPOSED

The teaching of Communism in American schools was opposed by the American Bar Association, at its annual convention in Chicago in August. Revised several times in debate, the resolution for such teaching in its final form would have put the association on record as favoring the teaching of principles of our constitutional government "in contrast with Communism, Fascism, and other totalitarian forms of government."

#### YEAR-ROUND SCHOOLS

Keeping the Los Angeles, Calif., schools open the year round would probably create more problems than the plan would solve. That was the gist of a report from a special committee which had studied the practicality of conducting classes 12 months out of the year as a remedy for overcrowded conditions. Although the 100-page report offered no

Although the 100-page report offered no recommendations or conclusions, it did present the pros and cons and pointed out the disadvantages of the all-year school.

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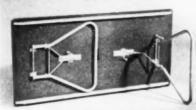
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PC Glass Blocks have twice the insulating value of ordinary single-glazed windows. And, according to George Schulz, Divisional Director of Architectural Planning, Detroit Board of Education, "When you're heating 5 or 6 million cubic feet, high insulating value means a lot."

Referring to maintenance, Mr. Schulz says, "We've eliminated the never-ending job of painting window frames. As for window cleaning, the normal action of rainfall is adequate with glass blocks.

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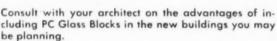
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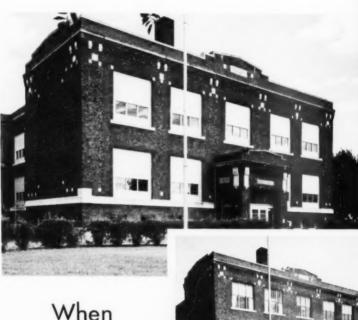


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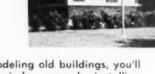
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#### SCHOOL LAW=NEWS-

#### SCHOOL DISTRICT GOVERNMENT

Relator, who was illegally dismissed by the parish (La.) school board from his position as superintendent of classroom instruc-tion, a position which was abolished when the relator's services were terminated, was entitled to receive his regular salary up to the time of the school board's offer, and the relator's acceptance of a position as classroom teacher.—State ex rel. Parker v. Vernon Parish School Board, 72 Southern reporter 2d 512 La.

An officer, such as a superintendent of education, exercising a quasi-judicial function, incurs no personal liability if he acts in good faith in a matter within the range of his jurisdiction, but, as to the expenditure of public funds, a payment may be within the general field of his jurisdiction, and yet so clearly one which could not lawfully be made clearly one which could not lawfully be made as to bar the officer from justification by taking a position that he did it in good faith.—State, for Use of National Sur. Corp. v. Malvaney, 72 Southern reporter 2d 424, Miss.

A board of education, charged with the duty of managing the public schools in a district, maintaining them in good condition, and providing for necessary improvement and expansion of the school systems, is not prev. Black, 104 Atlantic reporter 2d 777, Del.

Members of a local board of education hold

positions of public trust and they must at all

times faithfully discharge their functions with the public interest as their polestar. - Cullum v. Board of Education of North Bergen Twp., Hudson County, 104 Atlantic reporter

2d 641, 15 N. J., 285. A city board of education is not a department of the city government but is an inde-pendent body, in matters strictly educational or pedagogic, as public education is a state, not a municipal function, and the state's poli-cy is to separate matters of public education from the control of the municipal government. Trom the control of the municipal government.

— Daniman v. Board of Education of City of New York, 119 Northeastern reporter 2d 373, 306, N. Y., 532; Shlakman v. Board of Higher Education of City of N. Y., 119 Northeastern reporter 2d 373, 306 N. Y. 532.

While the educational affairs in each city

are under the general management and control of the city board of education, such board is subject to municipal control in matters not strictly educational or pedagogic. — Daniman v. Board of Education of City of New York, 119 Northeastern reporter 2d 373, 306 N. Y. 532; Shlakman v. Board of Higher Education of City of N. Y., 119 Northeastern Reporter 2d 373, 306 N. Y. 532.

#### SCHOOL DISTRICT TAXATION

That school districts are unincorporated public bodies does not render the statute conferring upon school districts the power to levy taxes for school purposes unconstitutional as unlawful delegation of legislative power to an administrative agency. 14 Del. C \$ 1902.—

Brennan v. Black, 104 Atlantic reporter 2d 777. Del.

The Delaware statutes authorizing school districts to levy a tax for school purposes are not in violation of the constitutional provision requiring a uniform system of free public schools and requiring all taxes to be

uniform. 14 Del. C. § 1902; Del. const. art. 8, § 1, art. 10, § 1, Del. C.Ann. — Brennan v. Black, 104 Atlantic reporter 2d 777, Del.

Notices of a special school district election to pass upon a proposed increase in the tax rates and proposed bond issues were not ren-dered fatally defective by the failure to include an itemized specification of the proposed expenditures. 14 Del. C. §§ 1903 to 1905.— Brennan v. Black, 104 Atlantic reporter 2d 777. Del

#### SCHOOL DISTRICT PROPERTY

A sidewalk area outside of a building can-not be considered a part of the building, or a "structure" within the meaning of the safe-place statute, and thus a plaintiff who was injured because of a defect in the sidewalk adjacent to the school building of the de-fendants, could not recover on the basis of the safe-place statute with reference to public buildings. Wis. statutes of 1951, § 101.06 -Mistele v. Board of Education, City of Baraboo, 64 Northwestern reporter, 2d, 428, 267,

#### **TEACHERS**

A teacher's employment in a public school is a privilege and not a right, and a condition implicit in that privilege is loyalty to the government under which the school system functions, making it a duty of the teacher to answer proper questions put to him by a lawfully constituted body authorized to propound such questions, concerning the teacher's fitness to occupy his position.—Board of Education of City of Los Angeles v. Wilkinson, 270 Pacific reporter 2d 82, Calif. App.

The Levering Act, making public employees

civil defense workers and requiring an oath or affirmation of allegiance does not prohibit



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governing bodies in the school systems from requiring their employees to be loyal to the state and the United States, and does not relieve such bodies from their duty of inquiring into the fitness of teachers, and from prescribing rules reasonably necessary to protect the schools against communists or other traitors. Calif. Education Code, §§ 3100-3109.— Board of Education of City of Los Angeles v. Wilkinson, 270 Pacific reporter ed 82, Calif.

The governing bodies in the school system have the right to direct that teachers and other employees shall not belong to organizations which advocate the overthrow of the government by force or other unlawful means, and to require an oath of such tenor as a and to require an oath of such tenor as a condition to obtaining or continuing in employment. Calif. Education Code, § 13230; Government Code, § 3100-3109.—Board of Education of City of Los Angeles v. Wilkinson, 270 Pacific reporter 2d 82, Calif. App.

Teachers may work for the state school system only on reasonable terms prescribed by the proper state authorities.— Daniman v. Board of Education of City of New York, 119 Northeastern reporter 2d 373, 306 N. Y. 532; Shlakman v. Board of Higher Education of City of N. Y., 119 Northeastern reporter 2d 373, 306 N. Y. 532.

Where a teacher was employed as a pro-bationary teacher for three consecutive school pationary teacher for three consecutive school years, and served as a substitute teacher in adult education, and a part-time teacher in the summer session during the fourth year, the teacher had not been re-elected to her position within the statute providing for classification as a permanent employee upon re-election for a fourth term. Calif. Education Code, §§ 13081, 13085.1, 13086, 13099.4.—
Baldwin v. Fresno City Unified School Dist.,
269 Pacific reporter 2d 942, Calif. App.
Under a section of the New York City

Charter, providing that if any city employee, appearing at a hearing before any legislative committee refuses to testify or answer any question regarding any city officer's or employee's official conduct on the ground that the answer would tend to incriminate him, his complexity and the state of the control of the contr his employment shall terminate, assertion of such constitutional privilege against self-in-crimination by a city public school or col-lege teacher as ground for his refusal to answer questions at such a hearing is equivalent to resignation. — New York City Charter, \$903; U.S.C.A. Const., Amend. 5. — Daniman v. Board of Education of City of New York, 119 Northeastern reporter 2d 373, 306 N. Y. 532.

#### PUPILS AND CONDUCT OF **SCHOOLS**

A father who had refused, after he was ordered by the school board to place his daughters, aged 13 and 11, in school, to make any attempt to do so, was neglecting the children in violation of the N. Y. Education Law, notwithstanding the school board's re-fusal to transport the children in its bus nearly two miles to school and the father's claim that the road was hazardous. N. Y. Education Law, §§ 3205, 3212, subd. 2, pars. b,d, § 3621, subd. 2.—*In re Conlin*, 130 N.Y.S. 2d 811, N. Y. Child. Ct.

#### SCHOOL DISTRICT CLAIMS

Where an 11-year-old boy was injured in a school gymnasium under circumstances from which the liability of the school district might well be imputed, and following the accident, the boy's father entered into negotiations with the insurance carrier of the school, and the negotiations were prolonged until after the time within which the claim against the school district should have been filed and elapsed, a motion to file the claim after the

expiration of the statutory period would be allowed. General municipal Law, § 50-E, subd. 5.—Zelermyer v. Board of Education of Union Free School Dist. No. 4, Village of New York Mills, 130 N. Y. S. 2d 820, N. Y.

The California District Court of Appeal has rendered an opinion that where a school board advertises for bids for construction of a school building, and finds that the bidder is not responsible, the board need not reject all bids and advertise for new bids, but may award the contract to the lowest responsible bidder. In the absence of fraud, breach of faith, or abuse of discretion, the finding of a board is conclusive. — Raymond v. Fresno City Unified District, 123 A.C.A. 701.

#### TEACHERS-AND **ADMINISTRATION**

★ Hempfield, Pa. While the school board turned down a request for equalization of teachers' salaries, it adopted resolutions conferring new benefits on teachers. The board voted to raise the maximum salary of pro-fessional employees who are within five years of compulsory retirement and have a master's of compulsory retirement and have a master's degree; it granted cumulative sick leaves of thirty days; and it adopted a program of installment salary increments for additional degrees at the rate of \$5 per credit, in minimum groups of ten credits. A maximum of \$150 was set, with the remainder of the state-mandated \$200 to be given upon resist of the deave. ceipt of the degree.

★ West Pottsgrove, Pa. The school board has approved an in-service training program

for teachers in the school system.

The Attorney General of Arkansas has rendered a legal opinion that school boards rendered a legal opinion that school boards must notify a teacher within ten days after the close of school that his or her contract will not be renewed. The opinion, given to Supervisor J. D. Bollen, of Faulkner Co., Ark, was requested after a controversy arose

at Enola over a personnel matter.

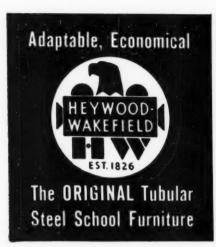
\*\*Rochester, Minn. Public, parochial, and private school teachers of the area participated in a Business-Education Day on August 27. The businessmen will return for an Education-Business Day, November 10. All new teachers employed for the new school year attended a one month's period of orientation prior to the opening of the schools on September 1. The teachers visited business and industry and became acquainted with the community and with the educational methods and the philoso phy of education.

\* Philadelphia, Pa. Under a new rule, all during absence due to personal illness. The board pays for each day of absence for a period of five days. The absence leave is cumulative but may not exceed 20 days in any one year.

\* State Supt. F. B. Decker, of Nebraska. announced on July 25, that there will be no shortage of rural school teachers this year for the first time in soveral years. Elementary grades in city schools will have the only

teacher shortage in the state.

★ Boston, Mass. The school board has pro-posed a reinstatement of the single-salary schedule of teachers, rescinded because of the mayor's drive to lower taxes. Supt. Haley was authorized to prepare a clerical break-down of \$170,000 from the anticipated unex-pended balance of the teachers' salary fund in accordance with the single schedule plan. A probable unexpended balance of \$400,000 is anticipated at the end of the calendar year



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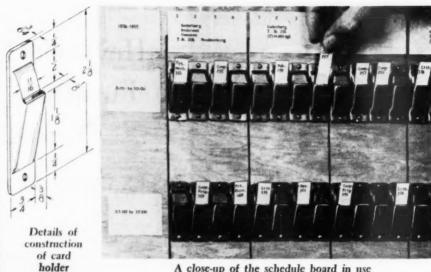




In planning the new Alexander Ramsey High School, Ramsey County, St. Paul, Superintendent Emmet Williams set out to achieve the most modern school the city ever had. Because Heywood-Wakefield Tubular Steel School Furniture met his exacting requirements and offered EXTRA QUALITY

\*Heywood's S 501 STBR movable study-top chair has scientifically designed saddled seat and reinforcing steel brace. The result...pupils are unusually comfortable; do not fatigue easily. features as well... more than 1600 units were used throughout the school. Architects were Magney, Tusler, Setter; Minneapolis. Installation of furniture by Farnham Stationery & School Supply Co., Heywood distributors, Minneapolis. For further information on the EXTRA QUALITY features of Heywood-Wakefield School Furniture, write for free catalog. Heywood-Wakefield, School Furniture Division, Menominee, Mich.—Gardner, Mass.





#### A SCHEDULE BOARD

JOHN A. JARVIS

Dean, Division of Industrial Education The Stout Institute Menomonie, Wis

DICK G. KLATT Instructor in Metalworking The Stout Institute

Time-consuming tasks in secondary schools are the annual development of the class time schedule, the teachers' programs and the assignment of classrooms and laboratories. To assist in the solution of this administrative job, a schedule board was designed and constructed at The Stout Institute. This schedule board has been in use for the past two years and has proved to be an efficient device.

The board as used at Stout is made up of 400 class card holders arranged in four rows and 26 columns on a sheet of three-fourth inch plywood. The column headings include the teachers' names, the subjects taught, and room numbers. The row headings are class hours and may be increased as needed.

A partial picture of the schedule board is shown. The column and row headings referred to are located at the top and to the left of the board. The class card holders and class cards are shown in the illus-

The class card holders are made so that a pocket is formed which will hold a class card slip one-half inch wide and two inches long. Typed on each class card slip are the following items of information: (1) subject taught, (2) catalog number, and (3) section number. Any other needed information may be added. Shifting the cards from holder to holder is quickly and easily accomplished and a number of possible program solutions may be tried in a very short time. After a satisfactory program solution is found, the room schedules, the teachers' programs, and the class time schedule may

be copied directly from the scheduling board.

A close-up of the schedule board in use

After all the adjustments have been made and the school year is safely under way, the board may be placed in the limbo of a storeroom to be dusted off and used again at the turn of the semester.

#### TEACHERS' SALARIES

★ The board of education of Rochester, ★ The board of education of Rochester, Minn., has approved a new salary schedule for 1954-55. Teachers with an A.B. degree begin with \$3,810 and go to \$5,910 in 15 steps; teachers with an M.A. degree start at \$4,050 and go to \$6,150 in 15 steps; and teachers with one year of graduate work start at \$4,250 and go to \$6,900 in 15 steps. Married mean teachers and teachers with one year of graduate work start at \$4,250 and go to \$6,390 in 15 steps. Married mean teachers with ried men teachers and women teachers with dependents are paid \$300 additional until they reach the top of the schedule.

★ Taylorville, Ill. The school board of Unit School Dist. No. 3 has adopted a salary schedule for 1954-55, which provides an over-all average increase of \$227 for each mem-ber of the teaching staff. Beginning teachers holding bachelor degree will be paid \$3,200; the maximum is \$4,500 for teachers with 14 years' experience and a master's degree.

#### ROYAL OAK SCHEDULE

The school board of Royal Oak, Mich., has adopted a salary schedule for 1954-55, which reduces the number of steps and increments from twelve to eight. The maximum salary for teachers holding a bachelor degree has been raised to \$5,300, and for teachers with 30 hours' credit beyond the bachelor degree to \$5,000. \$5,600. The base salaries are \$3,700 and \$4,000.

#### ROCKVILLE SALARIES

The board of education of Montgomery County, Md., has adopted a new salary schedule for the year 1954-55, which calls for twenty steps and individual salaries based on the possession of professional degrees. Teachers without degrees begin at \$3,000 and go to \$5,050 in the fifteenth year; those holding B.A. degrees start at \$3,400 and go to \$5,450 in the fifteenth year; teachers having M.A. degrees begin at \$3,600 and go to \$5,950 in the seventeenth year. The board of education of Montgomery



tion. steel back supports.

Vertical adjustment for seat and bookbox—can not alip. Finder pin gauges height — makes adjustment easy. Ad-justing nut clinched to inside of collar—can not be removed. Bolis head welded—will not turn or become loose.



Full flat hottom—more room—promotes good "Desk Keeping". Rounded corners—pleasing appearance. Desk bracket embossed—additional strength.

Sized to meet every requirement. Solid northern hard maple wood parts. Large spacious steel bookbox.

Ribbed front legs-strong and sanitary. Large hardened steel glides—kind to floors. Trouble free concealed friction hinges—adjustable to prevent slamming.

Wood parts—Suntan—finished in scratch re-sistant "Celsyn".

Metal parts—Suntan oven baked enamel. Available with Fiberesin plastic top.

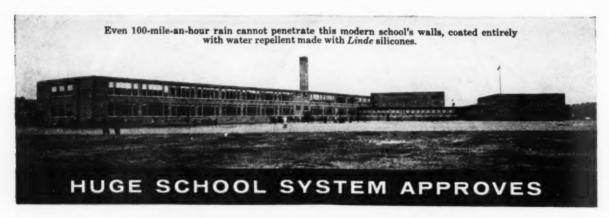
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In one of the nation's largest cities, the above-grade exterior brick and concrete of school buildings is being coated with water repellents made with LINDE Silicones

More than thirty of the school system's close to 300 older buildings have already been treated. New schools are being treated as erected. To date, 500,000 sq. ft. are done.

Board of Education maintenance engineers say that rain leaks and seepage that once caused costly damage to interior plaster, paint, and woodwork, have been eliminated.

Masonry spalling and cracking caused by water absorption and freezing have been completely stopped. Unsightly efflorescence is a thing of the past. And buildings stay cleaner because rain simply washes dirt down the walls.



Leaks were serious in this older school, so brick was repointed, then coated with silicone repellent. Result: No more problems from moisture.

#### Why You, Too, Should Specify "Linde" Silicones In Your Plans

Above-grade masonry water repellents made with LINDE silicones mean . . . longer life for concrete and brick . . . reduced maintenance inside and out . . . better appearance.

More and more architects are specifying masonry water repellents made with LINDE silicones. They alone provide all these advantages:

#### Clear and Invisible

Cause no change in color, no shine.

#### One Coat

For complete water repellency.

• Penetrating Reach correct depth for maximum effectiveness

#### No Seepage

Even rain driven 100 miles an hour runs right off, yet ...

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Let moisture out but not in.

#### Fast-Working

Dry in 3 hours to complete water repellency.

#### Applicable the Year Round Can be applied even at 15 degrees Fahrenheit.

#### Long Lasting

Tests indicate dependable service for 10 years!

#### • Easy to Apply

Either low-pressure spray or brush.

#### · Can Be Painted Over

With oil-base paints.

• CALL OR WRITE LINDE-for the full story on water repellents made with Linde silicones for above-grade masonry, and a list of representative suppliers.



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SCHOOL EQUIPMENT DEPARTMENTS

A modern homemaking department should be more than a hodgepodge of equipment. That's why so many schools and their architects work so closely with Mutschler sales engineers. The planning of school homemaking facilities is their specialty. And Mutschler equipment is famed for its beauty and serviceability. If you have a building or remodeling program, it will pay to contact your nearest Mutschler representative. No obligation, of course.

Modern Sewing Table with readily acces sible tote drawers and cabinet storage. Note in background the by-passing chalk and cork boards with storage space behind.

Up-to-Date Laundry designed as those in better homes of today, beautifully styled as well as efficient. Also notice planning desk and storage space.

Complete Kitchen has built-in range and oven, pastry center, rollaway utility cart, towel storage, ventilating fan and range hood, adequate storage.

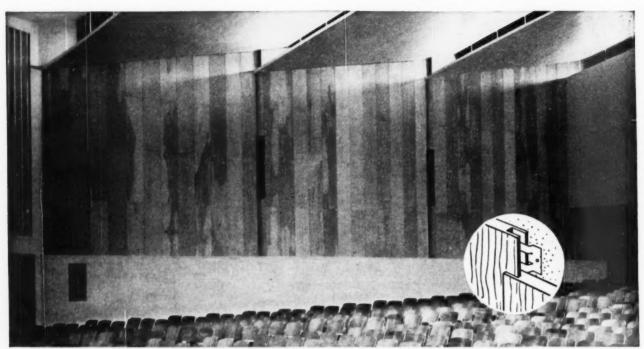






Sales offices in principal cities; write for address.

MUTSCHLER BROTHERS COMPANY, SCHOOL DIVISION — Department 107, Nappanee, Indiana



**SEAUTIFUL AUDITOPIUM** wall in Hillside School, Montclair, New Jersey uses birch Plankweld. Inset shows simple installation details. Metal clips secure panels to wall; edge-grooved panels overlap to hide clips. Plankweld comes pre-finished in five fine hardwoods.



DURABLE Micarta in yellow and beige forms wainscoting in all-purpose room in Holmes School, Darien, Conn. Micarta's smooth surface is scratch-resistant, won't dent or chip, cleans with a damp cloth.



BEAUTIFULLY GRAINED red oak Weldwood forms 7-foot-high wall paneling in main entrance of Midland School, Rye, N. Y. And this permanent beauty is guaranteed for life!



GYMNASIUM walls are paneled with fine oak Plankweld in Hebrew Institute, White Plains, N. Y. Eight-foot panels are staggered to give interesting arrangement in 16'-high installation.



OAK WELDWOOD paneling in Transfiguration School, Tarrytown, N. Y., makes fine classroom background. Maintenance consists of occasional waxing. Weldwood combines beauty with unusual durability.

# Beautiful Weldwood paneling costs less to install... eliminates redecoration... is guaranteed for life

The lovely patina of real wood creates a warm, non-institutional look for any room in the school. Weldwood plywood paneling offers this natural wood beauty *plus* economies unmatched by any other wall covering.

Weldwood is economical. Modern Weldwood production methods let you enjoy real wood paneling at a lower initial cost than ever before. Because Weldwood panels are so easy to handle, cost of installation is usually less than ordinary materials that lack the intrinsic beauty and glow of fine Weldwood. Completely pre-finished panels are available that eliminate all on-the-job finishing—once the panels are up, the job's done!

Low-cost remodeling. Standard size panels can be nailed quickly over furring strips; matching Weldwood Moldings hide nails, further assure quick and easy installation of entire walls. Or, panels can be cemented to furring without nails using new Weldwood Contact Cement. Face nailing and furring can be eliminated by using pre-finished 16½" x 8' Plankweld® panels that install directly over present walls with special clips.

No decorating problem. With Weldwood paneling, your painting and redecorating problems are over. Strike these periodic costs right out of the budget! Maintenance? Occasional waxing makes Weldwood paneling look as new and fresh as the day the school opened. World's fine woods. When you use Weldwood you can choose from among the rarest and most beautiful woods in the world. U.S. Plywood regularly stocks natural white and red birch; bird's-eye, curly and select white rock maple; Korina®; American elm; plain and quartered sliced American walnut; prima vera; Philippine, Honduras and African mahogany; rotary red, plain sliced and rift sliced oak; and many others.

Available on special order are such exotic species as Brazilian rosewood, zebrawood, Golden Narra, satinwood, teak and English oak.

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**SPACIOUS** dual-purpose auditorium and gymnasium has walls of %," Korina Weldwood in YMHA, Mt. Vernon, N. Y. Special 16' panels were custom-matched by U. S. Plywood at Algoma, Wisconsin plant.



MUSIC ROOM in Hamilton School, Mt. Vernon, N. Y., makes use of birch Weldwood in horizontal panel treatment. Warm, lighttoned birch is used extensively throughout school.



LOW-COST Novoply is used for corridor walls and all classroom paneling in the Unqua School, Massapequa, L. I. Good-looking Novoply is the most dimensionally stable wood panel ever made.

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City			State	

# AFTER-THE MEETING

As long as a school board has to deal with people it's going to run into difference of opinion. School boarding is never dull. Maybe that's one of the reasons members run for office.—

Hobart, Okla., Democrat.

### **BARGAINING IN 1839**

An Associated Press Report from East Hartford, Conn., indicates that the East Hartford Center school committee has found an entry in the school records of 1839 as follows: "That Miss Stanley be obtained to teach if she can be obtained at \$3 a week. If not at that price, to empower the district committee to offer her 50 cents more a week."

### SWEET REVENGE

In a football game a huge guard on one team became very incensed when the referee penalized his school fifteen yards on account of unnecessary roughness. When the players followed the official with the ball as he stepped off the penalty, the angry guard snorted: "Mister, as a football official, I think you stink!"

The referee, who was in the act of putting the ball down, immediately straightened up and paced off another fifteen yard penalty against the speaker's team. Then, turning to face the protesting player, he said sweetly: "Tell me, how do I smell from here?" — Wall St. Journal



"My son's teacher suggested that I acquire some education if I'm going to do his homework!"

### **OLD-FASHIONED REMEDY**

The Bronsons had a five-year-old son, who was a problem child. The boy was such a terror that he was put out of nursery school. In despair his mother finally brought him to a famed child psychologist.

The psychologist investigated the child's home, his parents, and studied his personality with the greatest care. Then, after much deliberation, she called in the mother and wrote out a prescription which she said should effect

Puzzled, the mother took the prescription and was surprised to read: "Take the back surface of one hairbrush and apply to seat of pants. Repeat as often as needed."

# COMING CONVENTIONS

Oct. 1. Associated School Boards of South Dakota, at Huron. Secretary, Daniel B. Doner, College Station, S. Dak, Exhibits.

Oct. 4-8. National Council on Schoolhouse Construction, Hotel Manor, San Diego, Calif. President, Charles D. Gibson, State Department of Education, Los Angeles.

Oct. 7-8. Texas School Boards Association, at Driskill Hotel, Austin. Secretary, Roy M. Hall, 1872 Terrell St., Beaumont.

Oct. 10-11. Texas Association of School Administrators, Driskill Hotel, Austin. Secretary, L. P. Sturgeon, Capital Station, Justen, Tex.

Oct. 10-12. New England Association of School Superintendents, at Swampscott, Mass. Secretary, E. W. Ireland, Somerville, Mass. Exhibits.

Exhibits.

Oct. 10-15. Association of School Business
Officials, at Statler Hotel, Los Angeles, Calif.
Secretary, H. W. Anderson, 710 Kalamazoo
Bldg., Kalamazoo, Mich.

Oct. 20. Michigan Association of School Boards, at Kellogg Center, Michigan State College, East Lansing. Secretary, S. Sixma, East

Lansing. Exhibits.
Oct. 27-28. Virginia School Boards Association, Jefferson Hotel, Richmond. Secretary, Miss Phyllis G. Brown, 116 So. 3rd St., Rich-

Miss Fryins G. Brown, 116 So. 3rd St., Richmond, Va. Exhibits.

Nov. 5-6. Pennsylvania State School Directors Association, Penn-Harris Hotel, Harrisburg. Secretary, P. O. Van Ness, 222 Locust St., Harrisburg. Exhibits.

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Automatic Timing

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Easy to set or change; signal duration adjustable; 12 or 24-bour models; signals silenced for weekends, holidays. Sturdily built for long life — fully sugranted.

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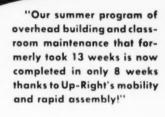
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. . . legs instantly adjustable for perfect leveling of platform.



### UP-RIGHT SPAN SCAFFOLDS



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"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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C. HOWARD HUNT PEN CO.

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n Pencil Sharpeners.

Address ...

Please send me your Free Service Manu

### REDUCING COSTS

(Concluded from page 42)

vidual lavatories? Since most of the chil-dren wash their hands in running water, there is no need for stoppers in the basins. Furthermore, there may be need for fewer traps with a fewer number of fixtures. We may also raise the question as to whether it is necessary to provide a battery of individual urinals, when a much less costly trough type of urinal may serve the purpose. Admittedly, the former arrangement is more desirable, but it is not low cost.

The gang type of shower arrangement. which is commonly used for boys, can be installed in girls' locker rooms too, at a much lower cost than the individual shower arrangement for each girl. It may be desirable, however, to provide two or three individual shower stalls to satisfy the girls (and their parents) who are opposed to the use of gang showers.

### VI. Equipment

Equipment, both of the movable and permanent fixed type account for a substantial part of the final project cost. In general, ready-made items in stock sizes are less costly than custom-made items, but there are exceptions to this rule.

Simple, well-constructed cabinets generally are less costly than elaborately designed equipment with many partitions, cubby holes, and unnecessary refinement. In some cases, it may be entirely appropriate to eliminate doors to equipment. Also, it may be possible to eliminate many of the locks used on cabinets and desks. It has been my observation that the vast majority of cabinet and desk-drawer locks are never use and that in many cases the keys are missing. That raised the question as to why we put locks on practically all interior doors in a school. And in the southern states, where the classroom doors are open to the corrridor during the school day to facilitate air movement, why not eliminate the doors too?

In gymnasium locker rooms, the so-called wire tote baskets cost less to install than lockers for the storage of pupils' gymnasium clothing.

Open-front wardrobes for pupils' clothing are less costly than arrangements calling for special patented front enclosures.

Secondary schools especially have many areas devoted to special subjects, and there is need for certain types of special equipment to meet curriculum requirements. Reasonable prudence should be exercised in the selection of such equipment to avoid the acquisition of items that really do not contribute much to the local situation. And we should be alert to the fact that when representative of an equipment house volunteers to help lay out plans for special areas, he is not primarily a missionary; he is a salesman.

There are hundreds of other suggestions that might be made to point out how school building costs can be reduced, and it is appropriate to say that if a large reduction is to be made, it will not be accomplished by only a few actions, but by the cumulative savings resulting from a great many items, some of which are rela-

tively minor by themselves. But I venture to add also that it is doubtful that the average citizen in this country really wants a stripped, low-cost building consisting only of the barest essentials. What many of us would like is the "Cadillac" school, for the price of the Chevrolet, but some would be pleased to settle for a Chevrolet at the cost of a 1914 Ford. By all means, let us continue to search for common-sense ways to reduce waste, extravagance, and needless cost in school building planning and construction, but also let us forget the nonsense that we can hope to get something for nothing. While it is true that we do not always get everything we pay for, it is also true that we cannot expect to get something we do not pay for.

In conclusion, I should like to add that I do not advocate all communities' attempt to plan only for low cost school buildings There is a place for the "Cadillac" type of plant, as well as for the "stripped Ford." So long as this nation can afford to buy cars with a lot of useless chrome trim, it can afford to provide reasonably respectable school buildings for the children.

### A PRIMARY SCHOOL **PROPOSAL**

(Concluded from page 36)

mal study and informal, purposeful activities, and programs. The school is to provide needed experiences in group and community living — work, study. co-operative play, project work, and observation — all of which the home cannot provide. Contacts are to be made with nature, with simple tools and materials, with the symbols of reading and writing and numbers. and with social life with children and adults. All the contacts are to have purposeful meaning to help children grow and mature, and to prepare them for family living and for adult life in the community.

### THE SCHOOL COMMUNICATOR

(Concluded from page 53)

statements of policy, almost always a significant degree of probability that communication between two or more individuals will result in misunderstanding. This probability can be appreciably diminished if allowance for obstacles to understanding is made in a forthright, impersonal, and even good-humored manner.7

Ibid., p. 68

- ★ DR. ERNEST A. FRIER, Albany, N. Y., has been appointed director of the State Education Department's Division of Secondary Education, to succeed Dr. Harrison H. Van Cott.
  ★ DR. LOWELL G. SMITH, for seven years superintendent at Independence, Mo., has become Associate Professor of Education at San Jose State College, California.
- ifornia. W. T. Wooley, of Galesburg, Ill., has accepted principalship of the senior high school at Cham-
- augn.

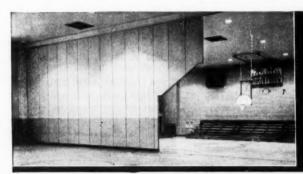
  ★ R. L. McConnell is the new administrator of the ownship high school, Streator, Ill.

  ★ Loy Norrix. of Kalamazoo, Mich., has been re-
- ★ LOY NORRIN. of Kalamazoo, Mich., has been re-elected for another term.
  ★ A Wisconsin committee of superintendents has rec-ommended PAUL J. MISNER, superintendent of schools at Glencoe, Illinois, as candidate for the office of president-elect of the A.A.S.A.

# The GYMNASIUM with four walls

...but <u>many</u> sides

(in Hammond Technical Vocational High School, Hammond, Indiana)



One gymnasium becomes two with a Horn Folding Partition, designed for exact needs. A turn of the key in an electric switch and it unfolds quickly and quietly, locks securely without bolts. Sealed from ceiling to floor, it keeps noise in its place, too!



The Horn Folding Partition doubles facilities, permits simultaneous but completely separate classes or activities. For instance, a girls' physical education class can be in progress while a fast game of basketball is played by boys right next door!



Many activities depend upon Horn Folding Stages! They bring instruction to life, add realism to plays and assemblies. Easily moved from compact storage, they are built upon an understructure of steel for sturdiness, lock to the floor for stability.



Players like Horn Folding Gym Seats for they are free of protruding edges when folded, have a flush, sloping front for action without accident. Spectators praise them when extended for they can cheer teams in chair-height comfort and with ample leg room.



Dances require the full gym, and Horn Folding Equipment makes room in minutes! In one motion, Gym Seats telescope without friction into compact units. The Partition all but disappears into its wall recess. And for an ideal bandstand, roll in Horn Stages!



On special occasions, extended Horn Gym Seats increase seating capacity, give a clear view of ceremonies. Horn Stages provide the speakers' platform. Consult a Horn representative to see how versatile Horn Folding Equipment can make *your* gymnasium!

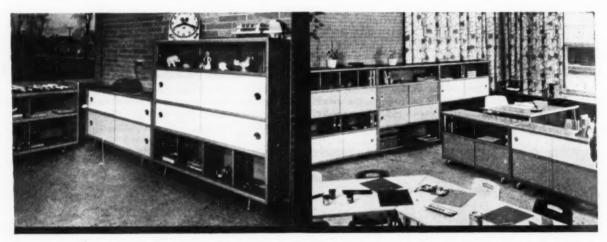


Horn School Equipment Division of
THE BRUNSWICK-BALKE-COLLENDER COMPANY • 623 South Webesh Avenue • Chicago 5, Illinois

Imagine! Classroom cabinets that are versatile, flexible and colorful!

# new

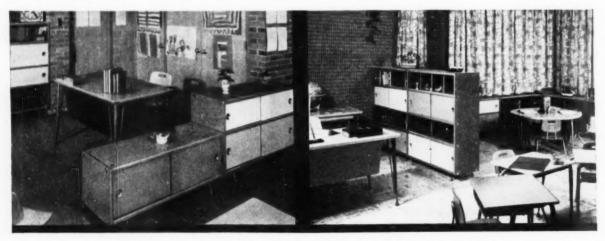
# BRUNSWICK FLEXIBLE



Brunswick cabinets bring color to the classroom

Select sliding door panels in coral, blue or yellow. And the beauty of the new Brunswick Cabinets in sage gray and colorful doors is twofold . . . its versatility is a "beauty", too! Use basic one, two and four shelf units by themselves or in combinations. Shelves can be divided laterally. Substitute floor

glides with casters for book trucks, with brackets for wall hanging. All parts may be disassembled, interchanged and reassembled to make other units as the need arises. Only the roominess and accessibility of the 15-inch-deep shelves remain permanent.



Even storage space can be "put to work" in the classroom!

The purpose in Brunswick Cabinets is broader than their use as storage units . . . they make ideal room dividers, too! As activities require semi-private areas, cabinets are quickly and easily moved for countless room arrangements. An important

principle in construction . . . honeycomb core treated for durability and sandwiched between layers of strong, tempered hardboard . . . gives strength to weight ratio, built-in lightness, economy in shipping costs.

For many years old-fashioned and out-of-date cabinet design has destroyed versatility and flexibility of well-designed classrooms. As modern concepts of schoolroom function change . . . so must storage equipment. In response to this real need for cabinet mobility and flexibility Brunswick has designed an all-new line of cabinets for classrooms.



# CLASSROOM CABINETS

The flexibility of these new multi-purpose classroom cabinets reflects the same exciting design concept of Brunswick's school furniture. The interchangeable panels and shelves give each unit exceptional flexibility. Simplicity of design makes for quick and easy assembly with just the twist of a screw driver! Doors and shelves may be added and removed in a matter of minutes.

Discover how Brunswick cabinets can add flexible, versatile and colorful storage space to your classrooms. Consult the Brunswick representative nearest you.

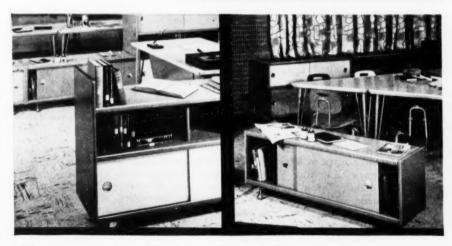


The Brunswick-Balke-Collender Company

> 623 South Wabash Avenue Chicago 5, Illinois

school furniture of Advanced Design by





The new idea in cabinets provides supplementary work surfaces!

Brunswick Cabinets may be used as work surfaces without worries about youngsters' treatment . . . the topmost surface of each unit is doubly protected for positive resistance to ink,

clay and paint. All these benefits and they're priced right, too . . . designed to be shipped knocked down for generous savings on excessive freight costs.



# The Ins and the Outs of School Boards Associations

EDWARD M. TUTTLE

Everywhere I go I find school board members who receive and read the American School Board Journal regularly. It seems to be the only one of the leading journals on school administration which has a large subscription list of board members (more than 23,000) as well as of superintendents.

Some people have the idea that the JOURNAL is the official publication of the National School Boards Association and this is perhaps a natural mistake because of the similarity in the names. Actually there is no organic relationship between the two. The AMERICAN SCHOOL BOARD JOURNAL, as its own readers know, is a professional publication that is in its 63rd year of service to schools. One phase of that service in recent years has been to provide space each month for an article by the executive secretary of the N.S.B.A., which is designed to keep school board members in touch with the progress of their associations, both state and national. We should like to acknowledge again how greatly this co-operation on the part of the editors and publishers of the JOURNAL is appreciated by the leaders of the school boards association movement in this coun-

### Why Association Membership

Some state associations report difficulty in convincing certain local boards that they should become members of the association. It seems almost incredible that this should be so in view of the public obligation which each board has to render the most effective service possible to its community. The way things are today, no board can be effective which tries to operate just in its own little sphere without any knowledge or understanding of how widespread and interrelated are the problems facing schools everywhere, and without a frank exchange of views and experiences with other boards in its region, state, and the nation as a whole.

Probably no reader of the JOURNAL is a member of a board which is so short-sighted as not to belong to its state school boards association, but on the chance that you may have friends and acquaintances on neighboring boards which do not belong, let's review the situation. Perhaps you are

the one who can turn the trick with a nonmember board better than the state association officers who are further removed. If so, you will have seized an opportunity and fulfilled an obligation.

One fundamental difficulty may be a misconception of who a school boards association really is and what it is for. Nonmember boards too often think of the state association as something outside and apart from themselves which wants them to join for its own benefit. The truth is the exact opposite. The association is not apart from the local boards, it is the local boards. Membership does not primarily benefit the association, it benefits each member board. So a school board that does not belong to its state association becomes its own worst enemy and defrauds its community of assistance to which the community has a right. This is plain speaking, but it needs to be said. Public schools belong to the public and those delegated by the public to operate the schools - the boards of edu-

### **Genius for Living**

When love and skill work together, expect a masterpiece.

- JOHN RUSKIN

Ruskin laid his finger on the reason why so much of man's work in the world falls short of greatness. Love without skill is tender but pathetic in its efforts at expression. Skill without love may be brilliantly expressed but lacks the warmth of human appeal. Only when skill is guided by the power of love, only when love is made manifest through trained ability, is life stamped with the work of genius. Whether it be the making of a home, the management of a business, the creation of a work of art, the teaching of children, or the doing of life's countless and seemingly humdrum tasks, if "love and skill work together" it becomes a masterpiece in its own sphere. Are you creating a masterpiece with your life?

-E. M. T.

cation — are derelict in their duty if they refuse to take advantage of the greatest resource at hand to increase their own efficiency — their state school boards association.

In one state, the act of the legislature legalizing the association of school boards went a step further and made it mandatory that every one of the 500 and more boards in that state must be a member. This may not be the wisest plan, and most other states argue that a local board should be free to join the association voluntarily. But the fact remains that because of its 100 per cent membership, the association mentioned above is able to take concerted action in behalf of public education in its state that associations with memberships of a third or a half or even two thirds of the local districts cannot accomplish. Only the united voice of all the school boards in a state can speak with authority and command a respectful hearing when it calls attention to the needs of the schools. When a local board exercises its freedom of choice by refusing to associate with other boards in attaining their common goal of the best possible education for children and youth, it offers a poor example of judgment, foresight, and devotion to the task for which it was created.

### How Silly Can We Get?

Recently I heard of a local board in a fair sized city which withdrew its membership in the State School Boards Association because the National School Boards Association had adopted a resolution favorable to the United Nations.

I ask you, in all seriousness, who is the chief loser by such childish, spiteful action as this? Certainly not the United Nations. nor the N.S.B.A., nor the state association. The local school district loses most because its board has cut it off from contemporary association with other districts and the profit to be desired from exchange of ideas and information. It is just as though a person going into a restaurant for a meal, finds one item on the menu which he personally dislikes. So he throws the whole thing away, stalks out, and goes hungry. He is the one who starves by refusing to select a nourishing meal from the many choices offered simply because he can't get his mind off his prejudice.

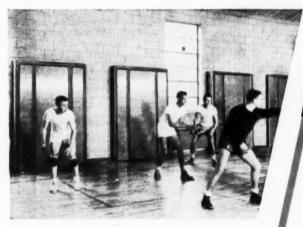
Fortunately, from the standpoint of

(Continued on page 80)

Better Schools will be Built for another Half Million Children this Year....

> Less Money!

Schieber has made the Space Saving Multi-Purpose Room Practical by Engineering Lasting Serviceability into this Equipment



It will take but 8 minutes to convert this gymnasium to a lunchroom for 200. Each unit seats 20 children.



Let us send our catalog describing all three Schieber units: In-Wall, Port-A-Fold, Mobil-Fold. Millions of children in thousands of schools where Schieber folding tables and benches are in daily use, enjoy better facilities and better educational opportunities. The money saved by combining lunchroom and activities areas has permitted building more and better equipped class rooms, laboratories and shops.

How long does Schieber equipment last?

The first units were installed in 1937; are still in daily use, in good condition and have required practically no service.

- Mark-proof, silent, oilless bearing casters,
- Counterbalanced for easy operation.
- Optional permanent sanitary tops.
- Strong, all-steel, welded, fire-proof construction.
- 6 Safety locking devices to prevent accidents.
- 6 Forged steel life-long brackets and hinges. No castings.
- 7 Tight fitting, permanently bright stainless steel edges.
- Tables and benches may be used separately. No connections or obstructions.
- Three optional models including portable and detachable.

SCHIEBER SALES COMPANY
BRIGHTMOOR STATION,
DETROIT 23, MICHIGAN



### INS AND OUTS OF SCHOOL **BOARDS ASSOCIATIONS**

(Continued from page 78)

progress in this world, not all men agree on all things. If they did, we really would be in a rut in short order. Through free discussions and trial and error the world slowly moves ahead. Nothing that man creates is perfect, but the only way to make any earnest endeavor succeed is to work with it, not to hold ourselves aloof from it.

### United Nations Day, October 24

The United Nations with its component

organizations is a part of today's world. The United States as much or more than any other nation is responsible for its existence and operation. In his proclamation calling upon the American people to observe United Nations Day on October 24. 1954. President Eisenhower said

This government believes that the United Nations deserves our continued firm support and that its success depends not only on the support given it by its members but equally on that of the peoples of the member coun-

The school board mentioned above has decided that as far as its community is concerned the people are not going to have any chance to understand what the United Nations is all about and whether they will choose to heed the words of the President of the United States.

The resolution adopted by the National School Boards Association in 1953 and readopted in 1954 reads as follows:

Whereas, the United Nations was organized for the advancement of world peace and better international understanding, therefore, be it resolved that the National School Boards Association supports the United Nations' prin-ciples and objectives and recommends that at appropriate maturity and grade levels ad-quate instruction be given in the public schools about United Nations and UNESCO as a part of the instruction in civics, U. S. history, and related subjects.

The key word in this resolution is the word "about." The intent is that students in our public schools shall be given the facts about all sides of this present effort of most of the nations of the earth to work together for their joint welfare and advancement. It does not imply propaganda in any direction.

The political aspects of UN activities are most controversial and most discussed. But in the midst of all this, many of the component international agencies of UN work steadfastly to accomplish a vast amount of good for all the world. These agencies include especially the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and others. These are the things that our children and our people need to understand to evaluate. In the words of Thos. J. Watson:

In the eight years since the San Francisco Conference, the United Nations has proved its sincerity by its constructive achievements. So let us, with open minds, study the facts and reach conclusions based on full information rather than on hearsay, unsupported opinion, or downright ignorance and intolerance. After that is done, each person is entitled to his own decision.

### Association — Legislative Relations

There are some persons who say that a state school boards association is simply another organization designed to put pressure on the state legislature. They accuse it of being a lobby group, using the word "lobby" in its sinister meaning. The accusation is unjustified.

In the first place, the primary objective of a school boards association is not to influence legislation, but to assist its local board members to increase their own understanding and effectiveness in the job they have to do for their respective communities. But an association does have a state-wide interest which involves helping to make certain that laws passed in relation to schools are good and helpful laws. Assisting the state legislature is one important function of the association.

Legislators cannot know all about everything they are called upon to enact into law. They rely on agencies which have the facts on the basis of which they must de-

(Concluded on page 82)



LITESITE; only Hyloplate, Sterling, and Hyloprest are manufactured in refreshing green Litesite. For better seeing, for lighter classrooms-Specify Litesite.

### There's a Weber Costello chalkboard for every budget!

In addition to the above highest quality chalkboards Weber Costello offers these standard grades, each outstanding in its price range:

- 4 VITOPREST—Hardboard, tempered for strength. Dense, uniform structure with durable writing surface. LightGreen or black.
- VITOPLATE—Laminated wood fibre construction. Responsive writing surface, long service life, easy to clean. LightGreen or black.
- VITOBEST-Mineral composition. Smooth, uniform writing surface. LightGreen or black

For utmost economy-BLUE SEAL pressed hardboard. LightGreen or black.

SEND FOR "A GUIDE TO CHALKBOARD SELECTION," BULLETIN BA-26

Manufacturers of: Chalkboard \* Chalk \* Erasers \* Art Material \* Maps \* Globes



Here's a valuable booklet that will prove a real help in planning a gym floor to include basketball as well as other desired games. Shows where to locate regulation lines to avoid confusion, colors to use, how to center school letters or insignia. Diagrams are exactly scaled for basketball, shuffleboard, indoor baseball, badminton and volley ball. Also pictured are diagrams for eleven other indoor and outdoor



sports. We'll send your copy as a gift from Hillyard Chemical Company. All you do is fill out coupon below.



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information	on TROPHY (The Tiffany of Gym Finishes.)
NAME	TITLE
INSTITUTION	
ADDRESS	
CITY	STATE

### SCHOOL BOARDS ASSOCIATIONS

(Concluded from page 80)

cide what had best be done. Such agencies present their evidence and their views, pro or con, at hearings before committees of the legislature. This is lobbying or pressure, if you please, in the best sense, and it is the way we handle matters of legislation in our representative democracy.

The important question in all cases is the *motive* behind the requests and demands that are presented to legislators and legislatures by various groups. Is the motive a selfish one of special privilege? Or is it one of public spirited interest in the general welfare?

Ask yourself what motive school boards have for expressing their collective voice for or against legislation. Certainly they have no self-interest. Their only interest is that of the best possible education for the children and youth of their communities and state. They represent the will of the people with respect to schools, just as a legislature represents the will of the people in all aspects of public welfare. It makes good sense to suppose that a wellorganized, well-conducted school boards association with a membership composed of all or a majority of the local boards in the state should be the most important and most reliable asset that a legislature can have in determining what is best for

the schools. That is the way it is working out in many states today and that is the goal toward which every association should strive — a friendly, co-operative, mutually respected relationship between the state school boards association and the state legislature.

### The St. Paul Conference

As reported to you last month, the second Nationwide Study Conference of the N.S.B.A. for school boards association leaders from all the states will be held at the Hotel Lowry, in St. Paul, Minn., October 29-31.

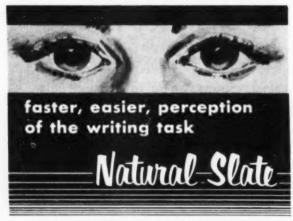
The planning committee has adopted the following theme for the conference: "How School Boards Association Can Help Secure the Necessary Teachers and Facilities for America's Children." The conference will open with a dinner session on Friday evening, Saturday morning it will meet in general session for the presentation of background factual materials and then break up into study groups which will carry through until Sunday noon. Luncheon on Sunday will be followed by a closing summary session with adjournment at 4:00 o'clock.

Development of the program is in charge of Dr. Maurice E. Stapley of Indiana University, who so ably guided the first such Nationwide Conference in Evansville, Ind., a year ago. Preliminary materials dealing with the current status of state school boards association, and general policy for the National School Boards Association is being prepared for use at the Conference. Collateral to the general theme will be consideration of the plans of the U. S. Department of Health, Education, and Welfare (Office of Education), for the series of State and White House Conferences on Education during the coming year, for the beginning work of the National Advisory Committee on Education, and other matters of interest.

A number of distinguished guests and expert consultants will attend the Conference on which I shall hope to make a full report in some future issue of the JOURNAL.

### **National Convention**

Keep in mind the 1955 Convention of the National School Boards Association to be held at the Jefferson Hotel, St. Louis, Mo., on Thursday, Friday, and Saturday, February 24-26. If you use a room reservation blank secured from the executive secretary of your state school boards association, and if you plan to go just for the N.S.B.A. Convention (leaving on Sunday, February 27), you can still secure reservations in the Jefferson Hotel. If you plan to stay over into the meeting of the American Association of School Administrators the following week, you will have to take whatever hotel assignment the St. Louis Convention Housing Bureau can give you, for the big hotels are already booked.



### WISEST CHOICE IN CHALKBOARDS

Only Natural Slate gives you all these advantages:

- · Faster, easier visual perception
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500 Million Years in the Making . . . Natural Slate





THE STRONGEST, HANDIEST FOLDING TABLE MADE!

# Why is Royal the No.1 school typewriter

**Unlike Topsy,** Royal just didn't *grow*, until it became number one.

It got there—for many good reasons, perhaps one of the most important being this: It is built with the operator in mind.

"Magic" Margin, Carriage Tension Control, and the tabulating mechanism are examples. With such exclusive features, Royal is easier to teach on and is easier for the pupil to learn on.

And Royals have the durability school use requires. Royal is the finest, most rugged precision writing machine built. It takes less time out for repairs and causes less interruptions in class schedules.

Then, too, Royal offers unequaled services. With more than 800 service centers, Royal is able to deliver highly skilled typewriter maintenance. Royal also offers free instructional demonstrations and provides students with a wealth of typing and teaching-aid materials.

In the business world, Royals are preferred  $2\frac{1}{2}$  to 1 by those who type. Are you teaching on the favorite typewriter of the business world?



STANDARD • ELECTRIC

**Roytype Typewriter Supplies** 



Royal Typewriter Co., Inc. School Dept., 2 Park Ave., New York 16, N. Y.

Please have a School Representative arrange for a demonstration of the Royal Standard Typewriter without obligation.

Name

City

"Magic" is a registered trade-mark of Royal Typewriter Company, Inc.



## CYCLONE FENCE... the full-time custodian!

 Cyclone Fence — installed around school grounds — really takes over much of the work of a janitor or custodian and helps to maintain a neat, well-cared-for appearance. Hurrying children can't take short-cuts over the grass . . . there are no unprotected lawns where students can congregate or vagrants loiter . . . and there is less tendency to litter grounds with paper or trash when Cyclone Fence is on guard. What's more, Cyclone Fence never turns its back, never takes time off-it's on duty permanently.

You can buy cheaper fence than Cyclone, but it will cost you more per year. Cyclone gives full value for your dollar. Nothing but brand-new, top-quality material is used throughout. Posts and top rails are heavy and rigid. Gates won't drag. The chain link fabric is woven from heavy steel wire and galvanized after weaving for greatest resistance to rust and corrosion. And Cyclone is erected by full-time, Cyclone-trained ex perts. Our engineers, located in principal cities, will gladly supply you with data, and advice on your particular school fencing job.

### NO JOB IS TOO LARGE-NO JOB IS TOO SMALL FOR CYCLONE\*

Cyclon Pleas on Cyc	е ве	nd :	me	wit	ho	ut :	obl			le iı	nfor	mı	ntion
Name								 					
Addres	š							 					
City													

\*Cyclone is the trade-mark name of fence made

UNITED STATES STEEL CORPORATION

UNITED STATES STEEL EXPORT COMPANY, NEW YORK



USS CYCLONE FENCE UNITED STATES STEEL

only by Cyclone. Accept no substitute CYCLONE FENCE DEPT., AMERICAN STEEL & WIRE DIVISION WAUKEGAN, ILLINOIS - SALES OFFICES COAST TO COAST



### the one best way to add new classrooms "modernfold"

School cafeterias, assembly halls, gyms and corridors . . . all potential classroom space when you can call on the magic of "Modernfold" doors. These steel structured folding walls fit your space to your needs in seconds. They can be installed without costly remodeling. Best of all, they free you from worries about maintenance, repair or re-placement. "Modernfold" doors have been made extra sturdy and give you extra years of trouble-free service.

"Modernfold" doors are available in sizes to fit any opening, or solve any room division problem. Covering is finest obtainable vinvl fabric - needs no paint, washes with soap and water.

Consult your "Modernfold" distributor (listed under "doors" in your city classified directory) today. Or mail coupon.

### The Trouble-Free Folding Door

Only "Modernfold" has opposing double hinges both top and bottom. "Modernfold" folds evenly, along its center line instead of zig-zagging from side to side. This prevents warp and twist - means greater strength, longer life, appearance.

Sold and Serviced Nationally NEW CASTLE PRODUCTS, INC. NEW CASTLE, INDIANA

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	the doors that fold like an accordion
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P. O. Box 794 New Castle, Indiana	Copyright New Castle Products, Inc., 1954
Please send full details	
Name	
Address	
City C	ounty State



### SECOND MONTHLY MEETING

During the months of November, December, During the months of November, December, January, and February the school board of Union Dist. No. 3, Taylorville, Ill., holds a second monthly meeting. This second meeting is attended by members of the school faculty and the ordinary business of the district is passed by in order that members of the school faculty who are invited to attend may discuss some special phase of the educational program and the teaching methods carried on in the local schools.

The meetings during the past year have proved most popular and helpful. They have made the teachers acquainted with the board of education and have enabled them to understand the point of view of the board members.

At the same time, the latter have learned very much concerning the school program and the reasons for many of the practices of teachers.

### REVISED BYLAWS

The board of education of Kalamazoo, Mich., at the suggestion of Mr. Nims, a member, has approved changes in the school by-laws relating to the duties of various school personnel.

Section 13 provides for the appointment of a business manager and the fixing of his term of office. Section 21 provides that the secre-tary and business manager shall furnish a bond in the amount of \$50,000, the cost to be assumed by the board. Section 31 calls for a change in the administrative divisions. All school affairs are to be administered under two general departments to be known as school services and library services. The superin-tendent of schools will administer the division of school services, and the director of libraries the division of library services. The superintendent and the director of libraries are to co-operate in the consideration and co-ordination of policies, procedures, and practices re-lating to both divisions.

Section 34 relating to the school services department provides that the general administrative divisions shall be under the superintendent; the division of business affairs under the assistant superintendent-business man-ager; the division of special services under the assistant superintendent-director of educa-tional personnel; the division of instruction under the director of instruction; and the division of research and guidance under the director of research and guidance.

The general administrative divisions under the director of libraries will be circulation, reference, children, film center community group services, hospital service, catalog, museum, branch libraries and school libraries

### OPERATE JOINT SCHOOLS

The school board of Clarksville, Tenn., has approved a contract for the operation of the Clarksville and Burt joint high schools. The schools will be administered by a joint high school board, composed of seven members of the county school board, seven members of the city board, and the county superintendent. The superintendent of schools has been au-thorized to prorate the salaries of teachers who work in both schools and to allocate to each school the cost of books and materials shared by the schools. Under the contract the city school district furnishes the existing buildings; the county shares the cost of operation and maintenance.

### SCHOOL BOARD NEWS

★ The board of education of Sheldon, Ill., has for the first time, called for bids on gas, oil, greasing, and antifreeze used for the school buses. The board believes that the expenses of transportation may be reduced in this action.

\* A six-six plan of organization is proposed to provide a better balance in the entire educational program of the Sheldon, Ill., schools.

The Woodford County board at Versailles,

conducted a workshop for art, music,

xy., conducted a workshop for art, music, and guidance prior to the opening of the school year 1954-55.

★ Willmar, Minn. The school board has voted to establish a department for training mentally retarded children. A trained teacher is to be employed.

mentally retarded children. A trained teacher is to be employed.

★ Joplin, Mo. The school board has approved the establishment of a special class for exceptional children below the age of 15 years. Children outside the city limits will be admitted to special classes when there

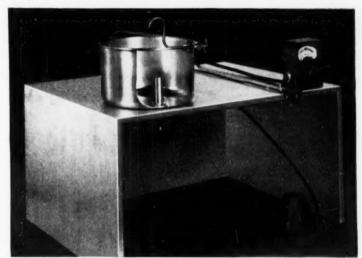
is a vacancy in the educational program.

★ Estherville, Iowa. The school board has adopted a policy requiring students who participate in athletics to carry personal injury insurance. The insurance is to be written un-der a school coverage program by the Iowa High School Insurance Company.

★ Savannah, Ga. The school board has re-sorted to double sessions in the schools this year in order to meet an increase of 1250 pupils. The white schools will have 54 double ssions, and the Negro schools 118 sessions.

★ Iowa City, Iowa. The school board has established its own library system for the elementary grades. It discontinues the use of public library service enjoyed during the past

★ Ord, Neb. The school board has been given permission to purchase a residence for the North Loup superintendent of schools. The local district court dismissed action initiated by a taxpayers' group to hold up the purchase of the house by the board.



The above illustrates position of Hydro-Feeder, Control Meter and Dip Cell as they would be mounted on an actual dishwashing machine.

### Cut dishwashing costs automatically!

End waste - measure washing powder automatically with Wyandotte's Hydro-Feeder! It's simple in design; foolproof in operation; a cinch to install on any make dishwashing machine!

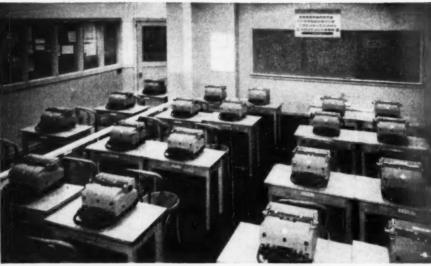
Controlling solution strength is important, too! Wyandotte's Solution-Control Meter tells strength at a glance on an easy-to-read dial marked: "Add - OK - Too Much."

To start cutting costs right away with these Wyandotte mechanical-dishwasher appliances, just call your Wyandotte man, today! He'll also demonstrate Wyandotte Salute\* the compound that ends stains on plasticware, china; makes all tableware sparkle! Wyandotte Chemicals Corp., Wyandotte, Mich. Also Los Nietos, Calif. Offices in principal cities.



SPECIALISTS IN DISHWASHING PRODUCTS





to meet the growing demand for electric typists, and to accelerate development of expert typing skill in students ...

# Rochester Institute of Technology **Installs Underwood Electric Typewriters**

A battery of 20 Underwood Electrics has been added recently at R.I.T.... to give students every advantage in competing for positions in the modern business world.

Faculty members find the switch to electric typewriters has simplified teaching. Electricity does the heavy part of the work for teaching proper techniques for keyboard operation, carriage return, tabulation, and other operating features.

Assured of uniform, superior quality work from the start, students do more typing and develop expert skill in a shorter time.

Your teachers and students will get better results than ever before, on these easy-to-teach-on Underwood Electrics. Call your local Underwood Representative today for a demonstration.



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UNDERWOOD Flectric TYPEWRITER ... made by the Typewriter Leader of the World.



Putsch's Cafeteria, On the Plaza, Kansas City, Mo.

# nchallenged good taste

Here, must be admitted, is achieved a charming atmosphere calculated to delight people who savor good food, tastefully served. Sexton canned fruits go hand in hand with such appealing self-service. Each can reaches you brimming full, with at least one extra serving. Each fruit is revealed firm, sweet, and delicious as only sun-ripened fruit can be. Such uniformity in color, flavor and downright goodness is the result of nearly three-quarters of a century catering exclusively to your needs.

### **NEW PUBLICATIONS for** SCHOOL EXECUTIVES

### Dictionary of Linguistics

By Mario A. Pei and Frank Gaynor. Cloth, 238 pp., \$6. Philosophical Library, New York, N. Y.
This book defines more than 4000 words used in grammar, reteoric, and linguistics generally. The names of all modern and ancient languages are explained. Considerable attention is paid to the explanation particularly of words used only by philologists in special technical senses.

### Prediction of Student-Teaching Success

By Fred T. Tyler. Paper, 313 pp., \$1.25. University of California Press, Berkeley, Calif. This study reports the findings of three widely successful personality inventories applied to 300 students.

### Our Changing Earth

By Getrude Whipple, Preston E. James, and Ar-hur Robinson. Cloth, 318 pp. The Macmillan Co., York, N. Y.

About the turn of the century this book would have seen called a geographic reader. The text is simple, ignificant, and full of child interest. The full color shotograph's reproduced by offset, add very appreciably on the value and significance of the work. significant

### Teaching Rapid and Slow Learners in High Schools

Compiled by a project group in secondary educa-tion. Paper, 97 pp., 35 cents. Superintendent of Docu-ments, Government Printing Office, Washington 25,

D. C.

This bulletin which reports the status of adaptations in junior, senior, and regular high schools enrolling more than 300 pupils, indicates the provisions used in large schools for adapting teaching methods to pupils who are not average. The bulletin is concerned chiefly with two "burposes: (1) to determine the extent to which certain practices are being used

in high schools today, and (2) to encourage and help high schools to study ways in which they can make better provisions for rapid and slow learners.

### **Economies in Planning and Building** Schools

Compiled by Frank C. Moore. Paper, 50 pp. ommission on School Buildings, New York State,

Commission on School Buildings, New York State, Albany, N. Y.

A handbook for school authorities covering immediate cost of buildings, long-term costs for maintenance and operation, site selection, space requirements, and economies in construction details. A valuable check list of construction is included.

### Knowing Your Newspaper

By Geraldine Saltzberg. Kraft, x-102 pp., 96 cents. World Book Co., Yonkers-on-Hudson, N. Y. This high school text discusses the news, editorial, and backgrounding functions of the daily press and describes the methods used in gathering, preparing, and presenting news and comment.

### Comprehensive Evaluation and a System of Reporting

Compiled by Kenneth A. McDonell. Paper, 41 pp. Issued by the author for the board of education, Los Gatos, Calif.

Los Gatos, Calif.

A program of pupil accomplishment, evaluation, and reporting. Each teacher is expected to analyze and evaluate the student as to where he is, what he has accomplished, and how well he has done his work in terms of his own ability. A useful chart has been included for determining results expected of each individual based upon his academic expectancy indicated by the results of intelligence tests.

### One for the Money

A budget workbook compiled by John H. Moehle. Paper, 34 pp. Onteora Central School Dist. Boiceville, N.

A budget explanation, explaining the Boiceville school budget and how it is prepared. It discusses, step by step, all the expenses needed to operate and maintain the schools for the new school year—general. maintain the schools for the new school year - general control, instructional services, operation of plant, maintenance of plant, fixed charges, debt service, capital outlay, and auxiliary services.

### Economical Operation of the Small Steam Plant

Steam Fiamt
Paper, 9 pp. Published by the Bituminous Coal
Research, Inc., 2609 First National Bank Bldg.,
Pittsburgh 22, Pa.
This booklet has been issued as an aid in maintain-

ing economical, trouble-free operation of small ing economical, troubie-tree operation of small coal-burning boiler plants. It covers plants up to 300 h.p. rating, or 15,000 lb. hr. maximum steam output. Particular attention is given to smokeless combustion, control of heat losses, reducing labor, and assuring proper maintenance of equipment.

### More Schools for Your Money

More Schools for Your Money
A finance handbook. Paper, 47 pp. Published by
the Commission on School Buildings of the State of
New York, Albany, N. Y.
Since 1950, the New York State Commission on
School Buildings has published significant studies
directed toward developing standards, methods, and
procedures to help school authorities in determining
local building requirements, and the planning of new
buildings with greater efficiency. The present book,
the fifth in the series, deals with school construction
finance programs, the use of current revenues, reserve
funds and borrowings, the scheduling of principal payments on bonds, and procedures in marketing bonds.
The procedures suggested will give school boards
"more schools for their money."

### **Educational Wastelands**

By Arthur E. Bestor. Cloth, 226 pp., \$3.50. University of Illinois Press, Urbana, Ill.

This castigation of the public schools, particularly at the secondary level, may be disagreed with in numerous details. It must be admitted, however, that it is a valuable call for better scholarship and stronger attention to the basic intellectual disciplines which are so often overlooked in adjusting the high schools to the increasing number of children unwilling or unable to apply themselves to the more difficult academic subjects

### **Audio-Visual Materials**

Audio-Visual Materials
Their Nature and Use. By Walter A. Wittich,
Ph.D., and Charles F. Schuller, Ph.D. Cloth, 564
pp., \$6. Harper & Brothers, New York 16, N. Y.
Carefully planned to serve as a text, this book
describes audio-visual materials and shows not only
how they are related to problems of instruction, but
how they are most profitably used as implements of
learning. The authors discuss fully the use of chalkboards, tackboards, field trips, globes, maps, charts,
models, slides, filmstrips, 16mm. silent and sound
motion pictures, radio, recordings, transcriptions, television, and tape recordings. Illustrations are profuse
and effective, many being actual classroom scenes.
Experienced and prospective teachers alike will find
this comprehensive text both stimulating and highly
practical.

### A Checklist on School Athletics

Price, 10 cents. Educational Policies Commission, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

This check list contains 100 questions designed to facilitate the study of issues and problems in school athletics and to aid the evaluation of school athletic

### English for Vocational and Technical Schools

By John T. Shuman. Cloth, 411 pp. Ronald Press, New York, N. Y.

This terminal course is well balanced and thorough. English is offered as purely a tool for writing and speaking in occupational life.

### Beginning the Second 100 Years

Prepared by Dr. H. L. Shibler. Paper, 11 pp. Published by the board of education, Indianapolis, Ind. This short history of the Indianapolis schools, beginning in April, 1953, provides a glimpse of the past and a look into the future.

### Reading Roundup

Book 1. By Paul Witty, Miriam E. Peterson, and Alfred E. Parker. Cloth, 502 pp., \$3. D. C. Heath & Co., Boston, Mass.

This first book of a basal reading-literature series, addressed to children in the seventh grade, is made up of extracts from current literature, with just a few extracts from the classic English and American writers.





"Yes, I agree... we should stick to coal," said the President.



PLANT ENGINEER: "On the basis of delivered BTU's any other fuel would cost us considerably more than coal."



PURCHASING AGENT: "Coal is the one fuel you can store in large quantities safely and economically. It always gives me a comfortable feeling to know there is at least a month's supply here in the bins."



SUPERINTENDENT: "Since we put in the new stoker and automatic ash removal we haven't had a bit of trouble with dust or smoke; and our boiler room labor cost is down to practically nothing."



SALES MANAGER: "One of our talking points is the uniform finish which comes from an even oven temperature. I hate to think what might happen if we changed to an on-again-off-again heat."



PRESIDENT: "There being no dissenting vote, we will stick to coal."

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As the world's largest carrier of bituminous coal, the C&O is intimately use. We have a large staff of experts when we will gladly help you to locate the coal best suited to your needs; to help you use it most efficiently; to

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### Chesapeake and Ohio Railway

World's Largest Carrier of Bituminous Coal

### SCHOOL BUILDING NEWS

### SCHOOL BONDS

During the month of July, 1954, school bonds were sold, in the amount of \$113,237,-162. The chief sales were:

California	\$4,964,000	New York	\$22,965,000
Illinois	4,500,400	Ohio	6,424,569
Massachusetts	4,485,000	Pennsylvania	8,277,000
Michigan	9.241.500	Texas	8,881,500
Missouri	5,397,000	Vermont	3,750,000
Montana	3,567,715	Wisconsin	4,055,000
New Jersey	5,107,000		

The yield of 20 bonds, as of August 25, was 2.26 per cent.

### SCHOOL CONSTRUCTION

Dodge reported that during the month of August, 1954, contracts were let, in 37 states east of the Rocky Mountains, for 822 educational buildings, at a total contract cost of \$180,650,000.

During the month of August contracts were let, in 11 Pacific Coast States, for 106 new school buildings, to cost a total of \$26,144,874. A total of 342 additional school buildings were reported in preliminary stages of preparation. to cost an estimated \$139,096,717.

### SCHOOL BUILDING NEWS

★ Murray, Ky. The school board has let the

### NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Month
School Building Construction1	Aug., 1954	\$180,650,000	\$201,273,000
School Building Construction <sup>2</sup>	Aug., 1954	26,144,874	24,862,954
Total School Bond Sales <sup>3</sup>	July, 1954	113,237,162	204,902,800
Average Interest, Selected Municipal Bonds <sup>3</sup>	Aug., 1954	2.26%	2.41%
Latest Price, Twenty Bonds3	Sept. 2	2.26%	
Construction Cost Index4	Aug., 1954	594	591
U. S. Consumers' Prices <sup>5</sup>	July, 1954	115.2	115.1
Wholesale Price Index5	Aug. 31	109.5	110.4
Total Population of the U. S.6	July 1	162,414,000	162,187,000
City Covernment Expenditure 16526	Total	Current	Capital Outlay
City Government Expenditure, 19536	Aug. 20	6700 000 000	01/0.000.000
	967,000,000	\$799,000,000	\$168,000,000
City-Operated Schools	938,000,000	771,000,000	167,000,000

\*Compiled September 7, 1954.
 \*Dodge figures for 37 states east of Rocky Mts.
 \*211 States west of Rocky Mts.

Bond Buyer.

American Appraisal Co., Milwaukee, <sup>o</sup>U. S. Dept. of Labor.

<sup>o</sup>U. S. Dept. of Commerce.

<sup>o</sup>Including Armed Forces overseas.

contract for the construction of an elementary school, to cost \$100,000. Perry Foster, Benton, Ky., is the architect.

★ New Orleans, La. The board has received bids for the Robert R. Moten elementary school, to cost \$467,300. Claude E. Hooten is the architect \* Westfield, Ill. The school board has begun

the erection of a new school gymnasium and the conversion of the old gymnasium into a cafeteria and classroom building, at a cost of \$80,000.

★ Versailles, Ky. The Woodford County board has begun the erection of a steel garage, to house 24 school buses. In the high school, all rooms have been subjected to a redecoration program, with the rooms painted in pastel colors. A parking area has been provided on the high school grounds for the use of school personnel and students.

\*\*Lebanon, Pa. The school board has awarded more than \$2,000,000 in contracts

for the new high school addition.

\*\*Needles, Calif. Construction work has

★ Needles, Calif. Construction work has begun on the new junior high school and the enlargement and improvement of the senior high school, to be completed at a cost of \$825,000. The board had previously erected two elementary schools to serve the school district. With the completion of the high school program, practically all of the schools will be compressible as the schools. will be comparatively new.

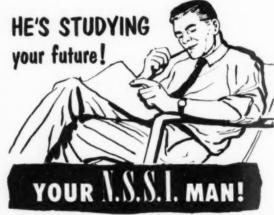


steel rod, electrically welded into single unit. Molten tinned finish protects permanently against rust or corrosion. Individually numbered.

Each, complete with Number Plate, f.o.b. our Texas Mill.....

★ Write for literature on American Approved Gymnasium Baskets, Steel Basket Racks and Dressing Room Equipment

PLAYGROUND DEVICE CO., ANDERSON, IND. WORLD'S LARGEST MANUFACTURERS OF FINE PARK PICNIC PLAYGROUND SWIMMING POOL AND DRESSING ROOM EQUIPMEN



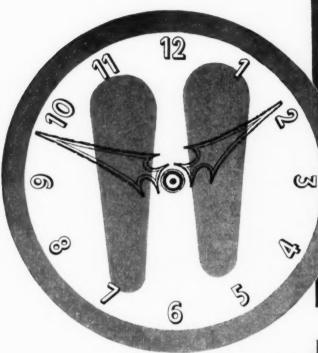
- He studies educational trends.
- Knows the latest and best educational tools available.
- Saves you time, money, and coordinates your purchases of school supplies and equipment.
- Get to know him . . . his business is knowing your business!

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VATIONAL SCHOOL SERVICE INSTITUTE

# Only DITTO has 3 duplicators priced for the school field



D-11 Low priced automatic electric. Just press a switch and out come bright copies, 2 per second!



D-10 America's most popular school duplicator. Handoperated, the economy model DITTO.

# extra hours to help teachers

A DITTO DUPLICATOR turns hours of work into minutes of fun. You can make 120 bright copies a minute of anything typed, written or drawn—maps, bulletins, tests, drawings, instruction sheets—for as little as a tenth of a cent a copy—and in up to 5 colors at once. Imagine how much faster you'll do your work, how much better you'll teach and how much brighter your pupils will be as you are forever free from hours of tedious copying. DITTO is so simple to operate—you need no previous experience. Just snap the master you've typed or written, on any of these three low priced DITTO duplicators and out come up to 300 clear bright copies. Use any weight paper or card stock in standard sizes. Let a DITTO duplicator help you teach better. Mail the coupon today!





D-15 Deluxe duplicator, smartly styled. Extra features include counter cover that becomes a receiving tray, functional design.



65 NEW DITTO WORKBOOKS

An outstanding DITTO Service! Every book contains DITTO Master sheets, each ready for duplicating up to 300 copies. Covers most subjects you teach for every grade, even beginners. Developed by outstanding educators. Each \$3.25. Write for titles.

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FREE: DITTO Workbooks Catalog and Sample Lessons.

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School			
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City	County	State	

### News of Products for the Schools

### BASKETBALL NETS

Steel Chain basketball nets have been introduced to the athletic goods market by JayFro Athletic Supply Co., New London, Conn. Con-



structed to eliminate wear and repair prob-lems of regular cloth nets, the chain net is guaranteed for three years against breakage, scratching, shrinkage; it will not tangle. Made to regulation size, chain nets are available for all types of hoops. Because of their weara-bility, JayFro nets are equally suited for in-door or outdoor use.

For further information write: JayFro Athletic Supply Co., Section S.B.J., P.O. Box 1065, New London, Conn.

(For Convenience Circle Index Code 094)

### SANI-TATE CLEANER

Huntington Laboratories, Inc., Huntington, Ind., announces a new product for cleaning and deodorizing toilet bowls and porcelain plumbing fixtures. Called "Sani-Tate," it contains not only a special solvent for removal of stubborn deposits of lime and rust, but also effective deodorant qualities.

The product is available in both quart and half-gallon containers, packed 12 bottles to a

For further information write: Huntington Laboratories, Inc., Section S.B.J., Huntington, Ind.

(For Convenience Circle Index Code 095)

### LOW-COST PORTABLE

A new, inexpensive portable typewriter, designed for special appeal to teenagers, was recently introduced by the Underwood Cor-poration, New York. The new "Leader" model is a result of company research and a comprehensive survey of teenagers as to needs and conveniences they specify in a typewriter.

This lowest priced model in Underwood's line has segment shift; additional keys for plus, minus, and multiplication signs; green finger form keys on standard-size keyboard. Bodies are a sandy-beige color. Carrying case of green textured material completes the lightweight package.

For further information write: Underwood Corporation, Section S.B.J., 1 Park Ave., New York 16, N.Y.

(For Convenience Circle Index Code 096)



### MAGNETIC TAPE

A new magnetic tape that automatically in-A new magnetic tape that automatically increases the recording time of any tape recorder by as much as 50 percent has been announced by Minnesota Mining and Mig. Co., St. Paul, Minn. The new tape, "Scotch" brand "Extra-Play" magnetic tape No. 190, increases recording and playback time without decreasing the

tape speed or employing a larger reel.

A key feature of the new tape is the oxide coating which is only half as thick as standard coatings but has equivalent magnetic properties. A new, thinner backing of tough cellulose acetate allows half again as much of the tape to be wound on standard-size reels, with no noticeable print-through effect.

For further information write: Minnesota Mining and Mfg. Co., Section S.B.J., 900 Fauquier St., St. Paul 6, Minn.

(For Convenience Circle Index Code 097)

### SURVEY MARKERS

The Copperweld Steel Company, Pittsburgh, Pa., is introducing new Survey Markers, which will locate survey points permanently. Each marker consists of a strong steel core to which a thick copper covering is molten-welded. This provides strength for easy driving without splintering, bending, or breaking, while assuring long life.



Survey Pins

The markers are of two types: a tinned-end marker with high visibility from the 1½-inch brightly-tinned end, ideal for uneven or heavy-foliaged ground; and a compression-fit 1½-inch diameter bronze head, which can be driven flush with pavements, roadbeds, bridge buttresses or other surfaces. Standard lengths are three feet.

For further information write: Copperweld Steel Company, Section S.B.J., Wire and Ca-ble Division, Glassport, Pa.

(For Convenience Circle Index Code 098)

### TEXTILE PAINT

The American Crayon Company, Sandusky, O., announces a new product, Prang Aqua Textile Colors, for permanent textile designing. Prang Aqua Colors are water base colors;

they are easy to use since the artist paints right from the jar, thins with water, when necessary, and cleans up with water; the colors do not have offensive odors.

Prang Aqua Colors are washfast and light-fast, and finished work is soft to the touch. series comes in a range of basic colors which may be intermixed to produce a variety of shades and hues.

For further information write: The Ameri-Crayon Company, Section S.B.J., San-

dusky, Ohio.
(For Convenience Circle Index Code 099)



### **NEW GLASS BLOCKS**

Pittsburgh Corning Corporation, Pittsburgh, Pa., announced recently a new series of glass blocks that reduce glare and solar heat gain. Known as "Suntrol," these blocks contain a pale green fibrous glass diffusing screen that is claimed to reduce surface brightness or glare by 35 percent, and instantaneous heat gain by 25 percent.

Suntrol blocks are available in three differ-

ent 12-inch patterns: a light-directing pattern that throws light upward toward the ceiling; that throws light upward toward as a light-diffusing pattern that diffuses light in all directions; and "Skytrol" toplighting glass blocks that distribute light over wide floor blocks that distribute light over wide flor areas. In most respects the new block is the same as other double-cavity blocks, except that the new-design exterior face of the Suntrol has almost twice the impact resistance.

For further information write: Pittsburgh Corning Corp., Section S.B.J., 1 Gateway Center, Pittsburgh 22, Pa.

(For Convenience Circle Index Code 0100)

### HEYER DUPLICATOR

A new Model '76 Electric Conquerer spirit duplicator is offered by the Heyer Corporation, Chicago. It features pushbutton control, adaptable for either hand-feeding of single sheets or mass duplication of material. In mass duplication, a red control button starts the first sheet through and the last sheet shuts off both machine and motor. The control button

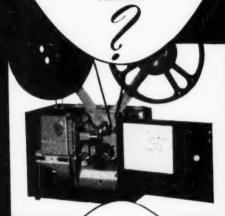


in combination with a locking device on the feed mechanism allows hand-feeding, duplicating one sheet at a time.

(Continued on page 94)



16mm SOUND MOTION PICTURE PROJECTOR



A
Portable model
for every size
Audience
and Budget:

### CLASSMATE 4

for small audiences

### ASSEMBLY 10

for medium-sized audiences

### SOVERBIGN 25

for large audiences

### THE NEW VICTOR 1600 ARC

for auditorium use

And the

**NEW VICTOR SILENT 16** 



VICTOR

Animatograph Corporation

Dept. C-10 DAVENPORT, IOWA, U. S. A.

QUALITY MOTION PICTURE EQUIPMENT SINCE 1910



Entirely Shock-Proof

Never again need you worry that students or instructors might be injured through electric shock from a phonograph. All Newcomb phonographs offer the complete safety of 100% transformer powered A. C. construction. U. L.-approved for further safety.

2 Easily Portable

Your most fragile instructor can carry Newcomb portable phonographs with ease. For example, the R-12, shown here, weighs only 20 pounds, is only 1334 x 14½ x 734 inches.

Beautiful Console-Like Tone

No more brassy, tinny, distorted music, when Newcomb's engineering skill joins forces with your record library. Here is wonderfully rich, easily controlled tone quality, engineered to let your music appreciation students really appreciate music!

4 Rugged Build

Newcomb knows school use can be rough on delicate phonographic equipment. Consequently, these phonographs, built exclusively for schools, were constructed for heavy-duty use. The big permanent magnet speakers are carefully protected by kickproof metal grill. The sturdy, glue-blocked carrying case is built of 3% inch plywood, covered with durable, washable fabricoid. Metal guards protect all corners.

5 Exclusive "Floating Sound" Construction
Eliminates needle skipping due to bumps, jars or
vibration. Latest type feather weight crystal pickup
assures maximum record life.

NEWCOMB
SOUND LEADERSHIP SINCE 1937

SCHOOL PUONOGRAPHS \* HIGH FIDELITY AMPLIFIERS
& TUNERS \* COMMERCIAL SOUND SYSTEMS \* MOBILE &
PORTABLE PUBLIC ADDRESS SYSTEMS



NEWCOMB Dept. HA10, 6824 Lexington Ave. Hollywood 38, Calif.

Please send me:

☐ Illustrated free catalog, giving full details on Newcomb school phonographs and transcription players.
☐ Name of my nearest Newcomb distributor.

NAME\_\_\_\_

ADDRESS\_

CITY....

ZONE\_\_STATE\_\_\_

### News of Products . . .

(Continued from page 92)

The Model '76 Conquerer has the important features of the non-electric Model Conquerer. teatures of the non-electric Model Conquerer, including: fluid control; raise-and-lower control; visible fluid supply; reset counter, etc.

For further information write: The Heyer Corporation, Section S.B.J., 1850 Kostner

Ave., Chicago 23, 111.

(For Convenience Circle Index Code 0101)

### WHEELCO CONTROLLER

The Barber-Colman Company, Rockford, Ill., announces the "400" Series Capacitrol, a new electronic controller in their line. Avail-



able in many control forms, this new indicating controller adaptable to many process applications, a few of which in-clude heat treating furnaces, ovens, glass and ceramic kilns. The Capacitrol also indicate and control voltages, current,

speed and similar variables

A precise electronic control circuit constantly senses changes in the measured variable. The two compartment case is of die-cast alumisimple functional design, to be used either in flush or surface mounting. The con-troller window is contoured to eliminate reflection and glare.

For further information write: Barber-Colman Company, Section S.B.J., Rockford, Ill.

(For Convenience Circle Index Code 0102)

### TAYLOR SINK-FOUNTAIN

A laboratory counter type sink and drinking fountain has been introduced by W. Taylor Co., Warren, Ohio. This new addi-tion to a nationally known line of fountains and coolers provides double utility, in laboratories of schools, institutions, or anywhere the

combination is desirable.

The sink has a stainless steel clamp-down The sink has a stainless steet clamp-down frame and vitreous enameled receptor with chromium-plated sink strainer. The fountain comprises a chromium-plated drinking glass filler and fountain head. This combination features self-closing lever handle stops and volume regulators. Fixtures are provided with vandalproof connections to prevent turning on the water in the sink.

For further information write: Halsey W. Taylor Company, Section S.B.J., Warren, Ohio.

(For Convenience Circle Index Code 0103)

### **NEW LIGHTING UNIT**

One in the series of the Wakefield Geometrics lighting units, manufactured by the F. W. Wakefield Brass Co., Vermilion, Ohio, is Omega-Plex. A complete unit ready for on-surface mounting, the unit has ballasts and suspension points for the Wakefield Rigid-Arch Diffuser. The Diffuser is molded with a Sweeping arch, giving improved rigidity.

Omega-Plex is also available with louvers.

The unit is mounted directly on existing

ceilings, with no structural changes required. Omega-Plex may be used individually, or com-

bined in a variety of lighting designs.

For further information write: The F. W. Wakefield Brass Co., Section S.B.J., Vermilion, Ohio

(For Convenience Circle Index Code 0104)

### CATALOGS AND BOOKLETS

"The Electronic Control Story" is the title of a new 24-page booklet, F 6437, published by Barber-Colman Co., Rockford, Ill., to aid in understanding the fundamentals of electronic temperature controls and their application. Complete with simplified diagrams. Write: Barber-Colman Company, Section S. P. Rockford, Ill.

(For Convenience Circle Index Code 0105)

The Honeywell Schoolmaster System, described briefly in a previous article, is further detailed in a 4-page, colorful booklet. Copies are available from: Minneapolis-Honeywell Regulator Company, Section S.B.J., 2753 Fourth Ave., S., Minneapolis 8, Minn.

(For Convenience Circle Index Code 0106)

Hillyard Chemical Company, St. Joseph, Mo., announces availability of "AIA Specifications on the Finishing and Refinishing of Gym Floors." For a free copy write: Hillyard Chemical Company, Section S.B.J., St. Joseph, Mo. (For Convenience Circle Index Code 0107)

Electrosig Corporation, Buffolo, N. Y., offers a new catalog of power equipment for laboratories of colleges and high schools. The booklet also announces availability of custom designed layouts. For a copy write: Electrosig Corporation, Section S.B.J., Buffalo 21, N. Y.

(For Convenience Circle Index Code 0108)

A completely furnished research classroom at the Daylighting Laboratory of the University of Michigan is described in "Classroom of Tomorrow," a booklet available from: Kimble Glass Company, Section S.B.J., Toledo 1, Ohio

(For Convenience Circle Index Code 0109)

### ROL-AWAY'S Famous "Ladder-on" WASH TANK TRUCK

For Washing and Maintenance of Fluorescent Fixtures This Truck Pays for Itself in a Few Weeks Time



MODEL S-7-T. This specialized two tank truck with its extensible safety ladder speeds up high level work such as washing, globe changing, cleaning walls and venetian blinds, painting and other maintenance work. Truck is allalumium construction, rolls in any direction, won't slip or roll when ladder is in use. Has two tanks for washing and rinsing plus large storage shelf. Thoroughly tested and approved in schools and institu-



Send for detailed information on Rol-Away maintenance trucks.

ROL-AWAY TRUCK MFG. CO., INC. 6143 S. E. Foster Road Portland 6, Oregon



Cell BRoadway 1-3337



# You Get Superior Classroom Work





# GOLD MEDAL PRODUCTS

Laboratory tested Time Tested Classroom Tested Quality and color standards meet those promulgated by the National Bureau of Standards.



CRAYOLA Crayon—universally preferred. Extra large size crayons available for kindergarten and primary use



ARTISTA Water Colors – sensational new formula produces a

mula produces a mat finish in all painting conditions.



ARTISTA Powder Paint – inexpensive, brilliant. Unlimited color mixing.



CLAYOLA Modeling Clay waterproof. sanitary, stainless, permanently plastic.



SHAW Finger-Point—the universally preferred, original finger paint.



GENIE HANDIPAINT - drycolor brushless paint. Never spoils or freezes. No breakage or spilling.

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### AMERICAN SCHOOL BOARD JOURNAL

P. O. Box No. 2068

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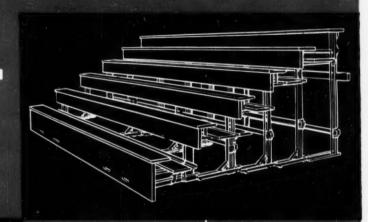
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October, 1954

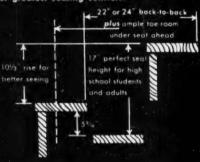
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NEW DESIGN has achieved weight reduction up to 70 pounds per row—the easiest gym seat to open and close.

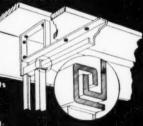
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4 VERTICAL UPRIGHTS support each raw—controlled weight distribution —no extra wall reinforcing required.

# cushioned roller housing are keyed together and interlocked far straight-line trackage. Non-marring rollers retract under load—vertical uprights then bear directly on floor.

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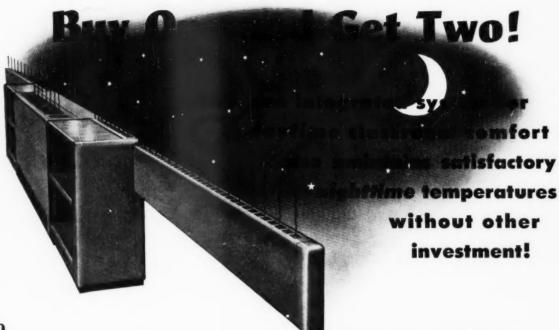


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FRED MEDARY PRODUCTS, INC. . 3578 DEKALB ST. . ST. LOUIS 15, MO.



T is generally agreed that classroom temperatures should be maintained at about 55° overnight and during periods of shut-down in cold weather. This permits quick recovery to comfort conditions and more stable control during the first hours of the next school day.

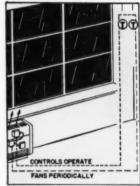
Cutting off the heat altogether, and letting the classroom temperature drop to 40° or 45°, makes the recovery difficult—particularly in restoring heat to the floor slab, walls, desks, etc.—and leads to morning roomtemperature fluctuations, possible overheating, and abnormal bodily heat losses to surrounding objects.

In designing unit ventilator systems to maintain an optimum overnight temperature, either of two methods have been employed: a) operating the units as heaters (recirculation only) under thermostat control; or b) installing supplementary gravity heating with additional piping and controls.

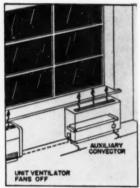
Extensive field tests have proved that when Wind-oline Radiation is integrated with Nesbitt Syncretizers, the combined gravity heating capacity is ample to maintain overnight temperatures of 55° in zero weather. Hence this one system that sets the standard for daytime performance eliminates the cost of separate provision in each room for maintaining overnight temperatures, and simplifies—for greater economy—the control of overnight temperatures from one location in the building.

Get more for your school building dollar  $\dots$  go NESBITT.

Send for Engineering Report SL-6.

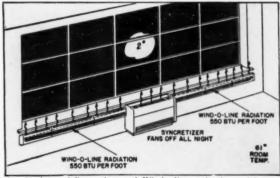


Added controls operate unit fans periodically through the night.



Convector provides supplementary heat, but is not used during day.

ABOVE: THE OLD WAYS - BELOW: THE NESBITT WAY



Gravity heat of Syncretizer and Wind-o-line maintains satisfactory overnight temperatures—without additional equipment or controls.

NESBITT Syncretizer with wind to line

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